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ABSTRACT

A study examined the impact of student employment on classroom knowledge. During the study, the researcher administered a branching questionnaire to 1,577 juniors and seniors from four high schools in Wisconsin, 59.6 percent of whom were working at the time of the survey and 14.1 percent of whom had worked during the past year. Despite the variations in population, location, and programs that existed among the four schools, the responses of those students surveyed generally did not vary greatly from school to school. The survey data generally confirmed the fact that large numbers of students at all income levels and levels of school achievement were working at part-time jobs during the school year. It appeared that conflicts often arose between teachers' academic priorities and students' choices for work as well as between students' and teachers' views of how work related to school. In general, students did not feel the same conflict between job and school that their teachers expressed on an earlier survey. Many students felt that their teachers were not aware of students' jobs and did not relate course work to them. Since the pressures for students to work are not likely to decrease, educators should seize upon work experiences as teaching opportunities rather than as inhibitors to their ability to teach and to students' ability to learn. (MN)

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Program Report 84-1

LOWERING EXPECTATIONS: THE IMPACT OF STUDENT EMPLOYMENT ON CLASSROOM KNOWLEDGE

by

Linda M. McNeil

A Report to the Wisconsin Center for Education Research

Wisconsin Center for Education Research
University of Wisconsin
Madison, Wisconsin

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I. Introduction

BACKGROUND

In two previous studies of high school social studies classes,[1] students' part-time employment surfaced, unexpectedly, as one of the factors increasingly causing both students and teachers to disengage from the teaching-learning process. A new era of acute inflation had been triggering a tension between students' economic circumstances and their school performance. This is ironic. In a time when the complexities of the world, especially economic uncertainties, demand that students know more, and be more able to participate in evaluating information and participating in many ways of discovering information, economic uncertainties are pushing more students into intensive, early employment that reduces their involvement with formal learning.

My first encounter with the issue came the day I first met with a department chair to discuss basing a study of social studies curriculum and school organization in his school. He warned me, "You'll have to observe in the mornings. By early afternoon, our seniors have all left the building to go to their jobs." His displeasure at having to adjust the course schedules to fit morning attenders made him exaggerate the numbers. But his impression about the effects of jobs rang true. In each of the four high schools studied, at least some of the teachers complained that student employment had increased, that it impinged on their

teaching. The students, on the other hand, talked outside of class--and sometimes in whispers during class--about their jobs, pay, and purchases. Jobs were a key, lively topic of peer conversations. This contrast was one of many factors considered in a study of what conditions were causing teachers to say that they could no longer affect their students. Though so many students and teachers talked about student work patterns informally, no one in their schools kept records on the extent of student employment. Because it seemed to be one of the more concrete issues affecting the decisions of some teachers to reduce assignments or water-down content, a survey of the students in these schools seemed to be in order.

That survey, conducted in October 1981, is reported here. First, it must be put in its context. It is not predictive and does not duplicate U.S. Department of Labor and recent NORC data on the subject.[2] These studies sample huge populations; except for questions on time spent on homework, they do not trace the links to the students' schools. The present survey was administered to 1577 junior and senior students in four middle-class, southern Wisconsin high schools because of patterns of interaction observed over at least a semester's daily observations in those schools. This is a set of baseline data, cross-sectional rather than longitudinal. The data were gathered to be descriptive, as a supplement to the extensive ethnographic data already collected at this sample of schools.

In today's economy, it might be more appropriate to talk of youth unemployment. Certainly for youth not in school, or for those needing to earn money for necessities, this is a far greater issue. However, to make decisions as citizens regarding such phenomena as the present structural unemployment, those youth still in school need more substantive education. While youth unemployment is no less important, youth employment became problematic because teachers often feel it to inhibit their ability to "really teach."

Although adherence to a work ethic is often presumed to be a part of the hidden curriculum of schools, teachers' views of students' working often include disapproval that that work ethic does not extend to school tasks so much as to remunerative work. At the four schools, teacher conflicts with student work included concern that students were unable to complete assignments, were sleepy during class, were selecting easier electives and avoiding upper level courses such as advanced math electives or foreign language, were, in short, setting the wrong priorities regarding their time and energy. Many teachers expressed concern that even those students who should be preparing for collect by taking a full load and taking courses that challenged them were choosing instead to work at jobs whose only merits were paychecks. In addition, teachers often felt frustrated about the inability to organize a class lesson around a homework assignment because assignments often did not come in on time, and few students had time to do extended reading, library work, or projects. A few teachers expressed

chagrin that the students had more discretionary income than their teachers, working to make luxury purchases rather than learning to defer gratification and studying. At one school, there was concern that college-bound students were enrolling in distributive education cooperative programs because these offered the only legitimate way to begin the workday earlier than school dismissal time.

The teachers expressed their conflict with student jobs in conversations and interviews with the observer and in informal talks among themselves. Only once or twice did this concern surface in the presence of students; one of these occasions was a teacher's response to a student's question about whether the teacher had seen a current movie. The teacher responded that if the students would baby-sit his children, he could be able to afford the movie tickets. He could not afford both movie and baby-sitter.

The teachers' sense of conflict with student work patterns seemed to relate to students' value priorities rather than to impatience with the economy; it seemed to be a general frustration with the fact that more students were working more hours, rather than frustration with any one student's work schedule.

Teachers did not all react to these feelings of conflict in the same way. One history and economics teacher stated that he always advised students that work demands would never be accepted as an excuse for late or incomplete assignments. Another teacher continued to assign difficult readings and occasional papers. Most other teachers reacted by teaching somewhat more defensively. That is, they would announce difficult assignments or topics, then

back off by explaining that the reading could be done in class or would be limited to a brief article or handout. Over the period of a few years, they had accommodated to the conflict they felt with student jobs by gradually reducing out-of-class assignments, shortening reading assignments, or simplifying lectures. Student employment became one of several factors, including unsupportive administrative settings and student apathy, which were functioning to cause teachers to demand less of themselves and less of their students. This trend was observed over several years' in the schools and was at times articulated very clearly by teachers who had lowered their expectations of what students should be required to do. It was a factor in demoralizing teachers and in giving the students, in turn, a message that little of significance would happen at school.

The sense of low expectations fit the pattern of a vicious cycle. Inflation, and its added pressures on youth consumption, pushed students into employment. The more students worked, and for longer hours, the less some teachers required of them at school. The more school became boring and less demanding, the more students increased their work hours. The survey to document student employment patterns, then, became important for several reasons. First, there was a need to test the teachers' perceptions of student employment against the actual pattern of student employment at their particular school, partly to see how much of the teachers' pressures to reduce school work were justified. In addition, it was important to establish instances of variation among the

schools, in patterns of both student employment and teachers' responses to it. The students' own views of how their job demands related to school pressures provided additional information key to understanding this cycle of lowering expectations.

PURPOSE OF THE STUDY

The survey questionnaire, then, had three basic purposes. The first was to document the extent of student employment: who works, how many hours per week, at what jobs, and for what pay. The kinds of jobs and the rates of pay could be traced across school, gender, age, and other variations. The second kind of information to be elicited from the survey included information not in other labor-force studies of youth employment and unemployment: the reasons for working or not working. Third, the students were surveyed for their feelings of conflict between work demands and specitic school demands. The questionnaire would probe which conflicts the students shared with the teachers, what other conflicts students felt, if any, and how these were resolved. In addition, the survey included questions on how students' viewed teacher responses to student employment.

The survey was designed to add numerical description to information already gathered through extensive ethnographic research in the school. That ethnographic research consisted of studies of social studies course content. The studies, based on theories of the social construction of knowledge, analyzed the sources, nature, and effects of school knowledge. (See Note 1.)

The particular focus was on economics content in high school social studies classes. The first study examined in depth three teachers' classes at one high school. The observations revealed that the courses were highly teacher-centered, with teachers supplying information chiefly through lectures, with minimal reading, writing, or discussing by students. The teachers attributed their course design, in part, to administrative policies over which they had no control, such as the elimination of ability-group tracking. A second study was undertaken to compare administrative settings to determine how variations in the administrative policies and structures affected teachers' use of resource materials and the extent to which students in their classes were drawn actively into the learning process. From these studies a number of factors, including teacher personality, community support for schools, and the administrative policies, were seen to influence whether teachers open their own store of personal information on the subject to their students, whether they involve students in the teaching-learning process, and whether they tackle such complicated topics as economics in ways that present their complexity to students. One of the factors helping shape teachers' instructional decisions, at least as many of them explained, was their own perceptions of what might reasonably be expected of students. Students' part-time jobs were a key factor in lowering teachers' expectations that students would take lessons seriously, would exert effort in preparing assignments, would merit teachers' efforts in structuring meaningful activities.

In addition to the observational data on how teachers were conducting classes and the interview data on their perceptions, the ethnographic studies also yielded some understanding of the students' views of their jobs and how they related to school. For one thing, much student conversation in the halls, at the beginning of class, and even during class related to their job duties, pay raises and working conditions, job searches, and descriptions of major purchases made possible by their jobs. Of special note were the enthusiasm and animation of these conversations, in contrast to the absence of much substantive discussion of school work or course topics, beyond such remarks as "Were we supposed to do anything for this class today?"

The richness of the ethnographic data in establishing the tension between instruction and student employment led to a questionnaire design which would probe contradictions found in the ethnographic data, and which would elaborate students' perceptions of these tensions to the same extent that the interview and observation data had provided teacher perceptions and responses.

SURVEY DESIGN

The branching questionnaire contained three primary kinds of information: demographic, employment-related, and interpretive. Demographic information included age, gender, grade in school, ethnicity, family income, and grade point average. Employment information dealt with the classification of the job along Labor Department categories, somewhat modified for youth: hourly rates

of pay, hours per week worked, seasons worked, time of week worked, monthly earnings, length of employment, and reasons for working, quitting work, or not taking a job. The interpretive or relational questions linked the job decision, including the decision not to work, to family situations, school demands, inflation, and personal interests. In addition, the relational questions included items on amount of time spent on school work and students' perceptions of teachers' responses to working students. One chief purpose of this third section of questions was to determine whether any school-related factors contributed to students' decisions about whether and how much to work.

The questionnaire branched, after the demographic section, so that students answered the remaining questions according to whether they had a job at the time of the survey, whether they had had a job in the past year (during school) but were not working at the time, or whether they had not held a job during a school year.

SAMPLE

Because of the author's previous research in social studies classes at the schools, the survey was administered in each school in conjunction with those classes. In School 1, the largest of the schools, the junior and senior students of two social studies teachers were surveyed because of these teachers' participation in the earlier research. Their classes are heterogeneously grouped; while the sample is not statistically representative of the entire

junior and senior classes, the teachers described these students as representative of the general mix of students by such traditional analytical categories as ethnic heritage, academic ability, and gender. This school serves a mostly middle-class urban area and is one of several high schools in the city. The neighborhood is comprised of mostly single-family dwellings, with some apartments and a public housing project.

In School 2, the survey was administered in social studies classes, with no specific time limit for completion. (All the junior and senior students present on the day of the survey took part in all but the first school, where the sample represented approximately one-third of the two upper grades.) School 2 is a small-town school which serves a rural district, with some exurban families as well. Like the remaining two schools, it has an enrollment of about 1200-1500 students and is the district's only high school.

School 3 serves a suburban community and semirural areas. As in School 2, the social studies teachers handled the survey in this school.

School 4 is the only high school in an area that draws students from a suburb, a small town, and farms. At this school, the principal preferred to have the survey administered during homeroom rather than classes; homeroom was not extended to accommodate the completion of the survey. At this school there were missing data, especially toward the end of each branch's questions.

II. Analysis of Employment Data

WHO WORKS?

Analysis of the questionnaire data revealed that indeed many students in these high schools had jobs during the school year. Many students were working many hours: students of all income levels, girls as well as boys, college-bound as well as trade-school bound. The students did not, in general, feel the conflict with schooling that their teachers perceived. Their decisions to work or not to work were more related to supporting leisure and major purchases than to family need or college savings. Their decisions to work, furthermore, are more related to the availability of jobs than to the priority they place on school work. Variation by school or by gender, when it existed, was less significant than the overall picture of students working.

With this basic summary of the findings in mind, we can turn to specific responses to the questionnaire.

Within this sample of 1577 students, 59.6 percent were working at the time of the survey. An additional 14.1 percent had worked during the past school year. About the same percentage of boys worked as girls. Of those who had worked during the past school year, approximately 18 percent of the girls and 17 percent of the boys said they had had jobs but were no longer employed. Among the students who had never worked were about one-fourth of the

girls and one-fourth of the boys. Thus, there was little difference in the choices to work or not to work based on gender differences.

There were more differences when the employment picture was looked at by school. By far, Schools 3 and 4, which have more rural students and also more students dependent on car transportation (thus needing jobs), had higher percentages of students working. The differences by school may reflect differential availability of jobs or may reflect different responses to school programs, as will be discussed below.

Family income was more related to student employment than the teachers seemed to believe (one of their complaints is that even students who do not "need" to work do so). However, it was less related to the choice to work than might be expected. At the lower end of the scale, the differences were slight. Of those who were currently working, 6.3 percent had family incomes lower than $11,000. This compared with 8.7 percent of those who had a job in the past year and 6 percent of those who had not worked. Differences at the upper income levels are more marked: 48 percent of those who had jobs had family incomes above $25,000; 55.7 percent of those who had not worked had family incomes above $25,000. An unexpected finding, which makes the family income variable inconclusive, is that 60.3 percent of those who had jobs in the past year were within this income range. One explanation could be that these students had the luxury to quit work, although it is challenged by the high numbers in this category who were seeking work. Missing data and the unreliability of family income statistics supplied by

Table 1

Job Frequencies by School

Category	School 1	School 2	School 3	School 4	Total
Has Job	128	256	219	335	938
Had Job in Past Year	45	75	57	46	223
Has Not Worked	74	150	90	102	416
Total	247	480	366	483	1577

Table 2

Job Percentages by Schools

Category	School 1	School 2	School 3	School 4	Total
Has Job	51.8	53	59.83	69.3	59.6
Had Job in Past Year	18	15	15.7	9.5	14.1
Has Not Worked	29.95	31.2	24.5	21	26.3

54.9% of the 416 who have not worked are currently looking for work = 228
69 % of the 223 who have worked in past year are looking for work = 153

Total who would work if could find job 381
(23% of total)

23% of total currently looking for work
59% of total currently employed
82% would prefer to have employment

Table 3

Job Percentages by Family Income Levels

Income Level	Has Job	Had Job in Past Year	Has Not Worked
Under $5,000	1.5	1.6	.6
$5,000-8,499	2.3	3.8	1.9
$8,500-10,999	2.5*	3.3*	3.4*
$11,000-15,999	6.3	7.1	9.6
$16,000-19,999	8.2	6.5	9.3
$20,000-24,999	12.2	17.4	14.6
$25,000-34,999	19.6**	23.9**	25.7**
$35,000-49,999	16.1	23.4	14.5
$50,000 or more	12.3	13.0	15.5
missing	19.1	17.5	22.4

* 6.3 percent of those who have jobs have family incomes lower than $11,000.
8.7 percent of those who have had a job in the past year have family incomes lower than $11,000.
6 percent of those who have not worked in the past year have family incomes lower than $11,000.

**48.0 percent of those who have jobs have family incomes above $25,000.
60.3 percent of those who have had a job in the past year have family incomes above $25,000.
55.7 percent of those who have not worked in the past year have family incomes above $25,000.

Some students did not answer the income question (about 20 percent).

While the income figures seem to correlate fairly closely with having a job, they become less meaningful in light of the number of students who are not working who are looking for work (23 percent of total; 54.9 percent of those who have never worked; 69 percent of those who have not worked in the past year).

students make income a problematic variable. It is, however, important to consider, precisely because it is one of the factors teachers cite when discussing their displeasure with the "kind" of student who is working rather than studying. The large proportion of all students from high income families makes teachers' resentment of student employment understandable.

Grade point average (GPA) is also an important comparative basis for looking at students' job choices. Teachers reflected that now even the "good" students, whom they have traditionally expected to have in upper-level electives or extra credit projects, preferred to work. At the lower grade point averages, 1.7 GPA or below, there was little difference between those who had not worked, 3.5 percent, and those currently working. At this GPA level, however, fall 10 percent of those who had worked but were not working. GPA became more significant at upper grade average levels. For C to C+ grades, the numbers were fairly constant: 25.8 percent of workers, 28.3 percent of those who have worked in the past, and 23.1 percent of those who have not worked. Above 3.3 GPA, the gaps widen: 26 percent of workers fell into this category, as did 26 percent of the past workers. Of those who had never worked, 33 percent have 3.3 or better GPA. Grade point average was, then, a significant variable in who worked but was not greatly explanatory except at very high GPA levels.

What students planned to do after high school was another indicator teachers cited when they pointed to the "kinds" of students working. Of those currently working, 4.7 percent said they

had no plans for what to do after high school; 11.4 percent said they would take a job immediately; 22 percent anticipated trade or technical school; 5 percent expected to go to a two-year college; and 3.58 percent planned to go to a four-year college.

These figures compare with 8.7 percent of the nonworkers who had no plans, 6.3 percent who expected to go right into jobs, 13.9 percent who would go to technical schools, 5.3 percent bound for two-year colleges and 47 percent planning to attend four-year colleges. The figures for those who have worked in the past are closer to the worker than nonworker figures: 7.6 percent with no plans, 11.7 percent planning to take jobs, 14.8 percent to trade school, 14.8 percent anticipating two-year colleges, and 33.2 percent expecting to go to a four-year college. More data were missing on this question for workers than for nonworkers.

In summary, compared to those who had not worked, students who worked tended to have somewhat lower family incomes and grade point averages, and tended to plan to go to technical school or enter the job market. These comparisons must not obscure the fact that, even though fewer students who were achieving high academic standards worked, one-fourth of the workers had grade point averages above 3.3 and well over one-third of the workers planned to go to college. Also, according to the staffs at these schools, a number of students begin college by first attending the high quality technical school in the area of going off to a two-year college before entering a liberal arts college or the closest university. If this practice is so widespread, then the teachers are even

more correct in their assessment that college-bound students are often working.

WHAT WORK?

In the part of the state where these schools are located, work varies seasonally for young people. There is farm work, which is underrepresented in this sample because the questionnaire specifically addressed work that takes place during the school year. During the school year, by far the most available jobs are in food service, fast food places and busing tables, or even cooking at informal restaurants. Of those working, 41 percent said they worked in food service, compared with 4 percent in farm work, 18.6 percent in retail sales (the second highest category), and 6.6 percent in clerical work (positions often related to cooperative courses).

Table 4 gives the breakdown of job categories by gender for those students who worked in the past. Not surprisingly, most girls worked in food service, and more boys had odd jobs and worked in skilled and manual trades. Retailing was more equally divided.

Of the students working, 88 percent said they did not work in the family business; 10 percent said that they did. Among past workers, 94.6 percent had not worked in a family business, indicating some benefit to those whose families were in business.

Statistics from the National Center for Education Statistics report Youth Employment During High School (See Note 2), place

Table 4

Job Category of those Students Who Have Had a Job but are Not Working at Present

Job Category	Male		Female	
	f	%	f	%
School 1				
Odd jobs	4	15.4		
Babysitting			2	11.8
Food service	12	46.2	9	52.9
Manual trade	5	19.2		
Store clerk, sales	2	7.7	1	5.9
Clerical work	1	3.8		
School 2				
Odd jobs	4	8.3		
Babysitting	1	2.1		
Food service	11	22.9	8	38.1
Farm work	12	25	2	9.5
Factory work	4	8.3	2	9.5
Skilled trade	1	2.1		
Manual trade	6	12.5		
Store clerk, sales	2	4.2	3	14.3
Clerical work			1	4.8
Health-related			1	4.8
School 3				
Odd jobs	3	7.5		
Food service	18	45	8	53.3
Farm work	7	17.5		
Factory work	1	2.5		
Skilled trade	2	5		
Manual trade	3	7.5	1	6.7
Store clerk, sales	1	2.5		
Clerical work			2	13.3
Health-related			1	6.7
School 4				
Odd Jobs	1	5.3	1	3.8
Babysitting	1	5.3	2	7.7
Food service	4	21.1	15	57.7
Farm work	3	15.8		
Factory work			1	3.8
Manual trade			1	3.8
Store clerk, sales	3	15.8	2	7.7
Clerical work			1	3.8
Health-related	1	5.3	1	3.8

these Wisconsin data in a national context. From their sample of 58.728 students in the spring of 1980, slightly over half the students were working, with 54 percent of boys working about about 50 percent of girls. Half of the seniors they polled worked over 35 hours per week, with the number of hours worked varying little by family income, parents' occupation, or parents' education. In that survey, 16 percent of seniors worked in food service, 6 percent in skilled trades, 21.5 percent in retailing, and 11 percent in factory and manual trades work. These job categories vary from the Wisconsin sample perhaps because of broader choices of jobs among students in a nationwide sample.

TIME TO WORK

The Wisconsin survey did not turn up a large proportion of students working over 35 hours per week, but the respondents reported work patterns closely parallel to those perceived by their teachers. Of the working students, only 11 percent worked only weekends and holidays, while 80.4 percent reported working a mixture of school days and weekends. Of past worker, 68 percent had worked on a mixture of school days and weekends, and another 10 percent had worked only on school days.

Of current workers, 7.3 percent stated that they worked more than 30 hours per week. (See Appendix, question 12.) About 22 percent worked 11-15 hours per week; another 26 percent between 16-20 hours; and 15 percent worked 12-15 hours per week. Of those who had worked in the past, fewer worked over 30 hours (5

percent) and 29 percent worked fewer than 10 hours per week, compared with 23 percent of the present workers. The information on gender work patterns (Table 5) indicates that at the urban school girls worked significant more hours than boys. At School 4, a more rural school, boys worked longer hours.

PAY RATES

Among current workers, 63.5 percent (see Appendix, question 15) earn $3.00-$3.50, just above the minimum wage. Only 6 percent earn more than $4.50 per hour. The figures are similar for past workers, 61 percent of whom earned $3.00-$3.50, and 3 percent of whom earned more than $4.50. Rates for boys and girls (see Table 6) were quite parallel except at School 2 where nearly six times as many boys as girls earned over $5.50 per hour. Only at that level of pay at each of the schools did boys' pay exceed that of girls', and the numbers of students with that pay were so small that the differentials are not highly significant. For adults, gender is the primary basis for wage disparities, with women earning 59 cents of men's $1.00. Students hourly rates are generally so low that youth supercedes gender as the chief determinant of rates of pay. The National Center for Education Statistics data cited above confirm this explanation, citing only a 65¢ per hour wage differential between sophomores and seniors and virtually no pay differences based on race. Females earned slightly less than males in their sample. College-bound students earned 17¢ more

Table 5

Number of Hours Per Week of Students Who Are Working

Number of Hours	Male		Female	
	f	%	f	%
School 1				
0-5 hours	3	5.1	2	2.9
6-10 hours	15	25.4	11	16.2
11-15 hours	17	28.8	21	30.9
16-20 hours	14	23.7	22	32.4
21-25 hours	8	13.6	7	10.3
26-30 hours	1	1.7	3	4.4
31-35 hours	1	1.7	2	2.9
School 2				
0-5 hours	5	4.3	14	10.4
6-10 hours	18	15.7	27	20.1
11-15 hours	20	17.4	26	19.4
16-20 hours	32	27.8	42	31.3
21-25 hours	19	16.5	19	14.2
26-30 hours	9	7.8	3	2.2
31-35 hours	5	4.3	3	2.2
School 3				
0-5 hours	14	11	4	4.6
6-10 hours	16	12.6	10	11.5
11-15 hours	19	15	20	23
16-20 hours	28	22	26	29.9
21-25 hours	30	23.6	13	14.9
26-30 hours	9	7.1	8	9.2
31-35 hours	8	6.3	5	5.7
more than 35 hours	3	2.4	1	1.1
School 4				
0-5 hours	12	7.5	8	5
6-10 hours	17	10.6	32	20.1
11-15 hours	43	26.7	41	25.8
16-20 hours	32	19.9	51	32.1
21-25 hours	21	13	19	11.9
26-30 hours	9	5.6	4	2.5
31-35 hours	10	6.2	2	1.3
more than 35 hours	17	10.6	2	1.3

Table 6

Current Rate of Pay for Students Who Are Working

Pay per Hour	Male		Female	
	f	%	f	%
School 1				
below $2.90	3	5.1	5	7.4
$2.90 (minimum wage)	2	3.4	6	8.8
$3.00-3.50	39	66.1	46	67.6
$3.60-4.50	11	18.6	8	11.8
$4.60-5.50	2	3.4	2	2.9
more than $5.50	2	3.4	1	1.5
School 2				
below $2.90	2	1.8	7	5.2
$2.90 (minimum wage)	6	5.4	9	6.7
$3.00-3.50	63	56.3	96	71.6
$3.60-4.50	26	23.2	17	12.7
$4.60-5 50	4	3.6	3	2.2
more than $5.50	11	9.8	2	1.5
School 3				
below $2.90	2	1.6	3	3.5
$2.90 (minimum wage)	4	3.1	6	7
$3.00-3.50	84	66.1	60	69.8
$3.60-4.50	23	18.1	14	16.3
$4.60-5.50	7	5.5	0	0.0
more than $5.50	7	5.5	3	3.5
School 4				
below $2.90	12	7.6	18	11.4
$2.90 (minimum wage)	9	5.7	12	7.6
$3.00-3.50	96	61.1	101	63.9
$3.60-4.50	34	21.7	22	13.9
$4.60-5.50	5	3.2	4	2.5
more than $5.50	1	.6	1	.6

tional students, even though vocational students were likely to work two more hours per week.

Monthly income figures are less reliable than hourly figures, at least in the interpretation of this author, because some students who are not paid by the month, or who do not notice exact amounts of payroll deductions, may not have monthly figures so clearly in mind. The question was included, however, to give some picture of the money these students had to spend, that is, money their teachers talked about their having to spend. Most students (63 percent) reported that they earned between $100 and $299 per month. Only 4 percent earned more than $400 per month. Table 7 gives the monthly earnings per gender per school. At all the schools, the figures for boys and girls are closely parallel until the $400 and above categories, where only 6 girls reported earning this amount, compared to 33 boys.

WHY WORK?

It is in the responses by students to questions related to why they work, what they spend their earnings on, or why they do not work, that we come closer to seeing the impact of the youth culture on schooling. Very rarely do school considerations come into play in students' job decisions, even though many educators use the unfortunate metaphor of work and occupation to describe what schools are or should be for students. If one follows this line of thinking, than many students may be said to be holding down two jobs. It becomes clear from their descriptions of their job choices,

Table 7

Monthly Income for Students Who Are Working

Monthly Income	Male		Female	
	f	%	f	%
School 1				
less than $50	4	6.9	4	5.9
$50-99	9	15.5	8	11.8
$100-199	22	37.9	34	50
$200-299	19	32.8	16	23.5
$300-399	4	6.9	6	8.8
School 2				
less than $50	2	1.8	13	9.7
$50-99	14	12.6	17	12.7
$100-199	36	32.4	50	37.3
$200-299	38	34.2	43	32.1
$300-399	15	13.5	11	8.2
$400-499	5	4.5		
more than $500	1	.9		
School 3				
less than $50	6	4.8	4	5
$50-99	11	8.8	12	15
$100-199	42	33.6	27	33.8
$200-299	36	28.8	25	31.3
$300-399	15	12	9	11.3
$400-499	11	8.8	3	3.8
more than $500	4	3.2		
School 4				
less than $50	15	9.7	11	7
$50-99	28	18.2	31	19.6
$100-199	45	29.2	68	43.0
$200-299	43	27.9	38	24.1
$300-399	11	7.1	7	4.4
$400-499	9	5.8	3	1.9
more than $500	3	1.9	0	0.0

in interviews as well as in survey responses, that the job that pays, the job that gives marketable experience, and the job that carries some sense of autonomy and adult responsibility is not the "job" of schooling.

Question 18 offered a number of reasons students might work. Paying for major purchases and leisure were scaled as important reasons for working. About half of the students said they were saving for college; this number is perhaps misleading. First, about half were planning to attend college, so this would mean on the surface that all who are planning to attend college are saving for college from their earnings. This contradicts interview data. Economic changes during the interval between the interviews and the survey may account for the change in response, or students may have given this response importance because they think it is a "respectable" and expected answer to give. In interviews, when students began to talk about their jobs, they were asked whether they were working in order to earn money for college. Most of them expressed disbelief. Only three or four students our of dozens indicated that they were putting money away for college. Most indicated that they were spending or saving for major purchases.

Those latter two spending priorities were confirmed by the survey. Over two-thirds indicated that contributing to the support of their family was not important. About half said that earning money to buy a car was "moderately" or "very" important; 81 percent said that paying for clothes and gifts was "moderately" or

"very" important; 71 percent gave the same importance to making major purchases (stereo, ski trips, etc.); 75 percent gave similar importance to paying for leisure (movies and the like).

While these reports confirmed the teachers' suspicions about students' priorities, two other answers contradicted the ethnographic data. In face-to-face interviews, a number of students had talked about their jobs as escapes from the dullness and boredom of school. For this reason, the question was added to the survey. On the survey, only 22 percent gave this an an important reason for working during school. While many students talked about getting out early to go to their jobs, in most schools only those enrolled in distributive education or similar cooperative programs are allowed to do so, since their work relates to course credit. On the survey, only 10 percent said that leaving school early was an important reason for working.

One criticism by the teachers was that students were working for the present moment in order to have spending money, rather than taking jobs that would relate to their long-term interest. This is somewhat confirmed by the survey. Of those working, 75 percent said that they were working to gain job experience, but fewer than half indicated that they were wanting to try out work related to a future career.

Among those students not presently working, the overwhelming reason was that they could not find employment. We have already seen that 59 percent of those surveyed were working at the time. Another 54.9 percent of the nonworkers were seeking employment,

as were 69 percent of those who had worked in the past. These total an additional 23 percent of the sample. From these figures, it is clear that although 54.9 percent were working, that figure would be 82 percent if all those not currently employed could find a job.

There are, of course, other reasons for not working. The students who had never worked cited lack of a job or lack of a good-paying job overwhelmingly as reasons for not working. Very small numbers (fewer than 8 percent, see Appendix, question 51) had to care for younger siblings, had friends who didn't work, preferred volunteer work, or had health reasons preventing employment. Spending time on "other" activities was "moderately" or "very" important to 57.7 percent of the students, and about the same number rated "prefer to concentrate on school work" similarly important. Fewer preferred seasonal summer work and fewer still (15 percent) said that parental opposition was a reason for their not working.

BALANCING WORK AND SCHOOL

Reasons for working or not working were largely based on concerns not related to school. Nevertheless, once the choice to work is made, a student must consider the tensions that arise between demands of the school and workplace and work out some way of balancing or resolving conflicting pressures. Questions in this section of the survey asked what tensions working students felt between job and school tasks, how flexible their job was in accommodating to school pressures, what steps they took at school

in the selection of courses or management of assignments to accommodate work pressures, how they felt working hurt their studies, and whether they felt teachers took students' jobs into account in making assignments and structuring lessons. The students not presently working were asked how they had balanced these pressures in the past, what benefits they found from not working during school, and what they anticipated as possible effects on their school performance should they return to work.

The dominant impression from the data is that students did not feel the same conflict between jobs and school which the teachers expressed. Students felt much more conflict between job pressures and leisure, free time activities, or getting together with friends. One reason may be that the school does not demand a great deal of work after school hours. This was the consistent picture drawn from the observational data: that teachers assigned little reading, or assigned reading that could be done in class; that students rarely had to come to class prepared to discuss or make presentations; that students had only brief writing assignments, if any. The differences among the working and nonworking students in time spent on school work outside of school (Table 8) confirm this pattern.

In the range of 6 to 10 hours per week, where 31 percent of the nonworkers cluster, as opposed to 25 percent of the working students, not having a job seems to indicate having, or devoting, more time to school work. However, the proportion of students spending more than 11 hours per week on school work is almost the

Table 8

Amount of Time Spent on School Work

Hours per week spent on school work outside of school	Percent of Students		
	Workers	Past Workers	Nonworkers
0 - 1	12.6	17.5	10.3
2 - 3	22.8	23.3	18.8
4 - 5	24.9	16.1	21.2
6 - 7	13.3	15.2	16.9
8 - 10	11.9	10.8	14.7
11 or more	7.8	9	8.9

Approximately 8 percent of the data in each category were missing.

same for each group. This indicator has problems because the quality and nature of the assignments cannot be taken into account, nor is the speed and style with which students study. The figures are more interesting for what they tell about homework in general than for delineating distinctions among priorities students place on school work or jobs: in no category did large numbers of students spend at least one hour per day on school work. Two-thirds of the students sampled spent less than six hours per week on school work outside of school hours.

Gender, rather than employment, is the variable most significantly affecting homework hours. For example, a difference of only 3 percent separates the current workers who spend eight or more hours per week on school work (20 percent) and the nonworkers who study a similar amount (23 percent). However, at all four schools, the gaps between boys' homework hours and those of girls is considerable greater: 6 percent more girls at School 1 study eight or more hours per week; 9 percent more girls at School 2; 7.5 percent more at School 3; and 14 percent more at School 4 (Table 9). While the data cannot explain this difference in boys' and girls' homework hours, they do point to the weak effect employment has on after school studying.

It is little wonder, then, that students felt that their loss, when they took a job, was in lost leisure time rather than in lost study time. Specific questions related to school performance elaborated on students' percention that little was required of them at school. Working students answered that their job was <u>not</u>

Table 9

Hours per Week Spent on School Work by

Students Who Are Working

Hours per Week	Male		Female	
	f	%	f	%
School 1				
0-1 hours	4	7	3	4.4
2-3 hours	14	24.6	18	26.5
4-5 hours	18	31.6	14	20.6
6-7 hours	8	14	13	19.1
8-10 hours	10	17.5	12	17.6
11 hours or more	3	5.3	8	11.8
School 2				
0-1 hours	16	13.9	10	7.4
2-3 hours	35	30.4	24	17.8
4-5 hours	27	23.5	38	28.1
6-7 hours	16	13.9	31	23.0
8-10 hours	9	7.8	18	13.3
11 hours or more	12	10.4	14	10.4
School 3				
0-1 hours	34	26.8	9	10.3
2-3 hours	37	29.1	23	26.4
4-5 hours	36	28.3	30	34.5
6-7 hours	10	7.9	10	11.5
8-10 hours	7	5.5	12	13.8
11 hours or more	3	2.4	3	3.4
School 4				
0-1 hours	31	23.7	8	5.8
2-3 hours	29	22.1	31	22.5
4-5 hours	30	22.9	35	25.4
6-7 hours	19	14.5	18	13
8-10 hours	15	11.5	27	19.6
11 hours or more	7	5.3	19	13.8

significantly hurting their school performance in being above to stay alert in class (78 percent), in preparing for class (65 percent), in being able to do required reading (67 percent), in being able to finish work on time (65 percent), in being able to do written assignments (66 percent), in having time for extra credit work (60 percent), or in making good grades (61 percent). In all of these areas, teachers felt student jobs were encroaching on and inhibiting school work. In addition, only 19 percent said that working makes them take fewer credits to graduate. Only in preparing for tests (24 percent) and in making good grades (34 percent) did students feel that working may be hurting their school performance, but still not in large numbers. Just over one-third said that jobs kept them from participating in sports; a similar number felt restricted in school activities.

Given the lack of student perceptions of strong conflict between work and school, the mechanisms for balancing the conflicting pressures become less important than anticipated. Still, the responses are interesting for their contrast with teachers' perceptions. Fewer than 10 percent of students responded that an important way ("moderately" or "very important") of balancing these pressures was choosing easier teachers, taking study halls rather than electives, or borrowing homework from a friend. Only 15 percent said that jobs made them stay satisfied with lower grades, and 14 percent said that choosing easier courses was a way of balancing school and work.

On whether they would quit work if something at school changed, 28 percent said they would if their grades dropped dramatically, but only 7 percent said they would if their teachers required more work. Only 3 percent said they would quit if classes became more interesting. "No longer needing the money" drew far more responses: 22 percent.

Although the teachers may have felt restricted by the number of working students when they plan lessons and class activities, the students did not see the teachers as aware of their jobs or as relating course work to them. While 36 percent of the working students said that teachers might allow papers to be handed in late because of work, two-thirds said that teachers "never" reduced the number of routine assignments for the whole class because of the numbers of students working, 69 percent said that teachers never made assignments easier for the class, and 73.9 percent stated that the teachers never reduced what was required of working students. Even more interesting is that 45 percent said that the teacher never had them relate their jobs to the course, and another 33.4 percent said their teacher "sometimes" did. When this is broken down by subject, the percentage of students whose teachers "never" related student jobs to course work is about the same in the sciences (65.6 percent) and social studies (60.7 percent) as in the arts (64.7 percent) and foreign language (66.2 percent). Math (24 percent), industrial/vocational (14 percent), and physical education (15 percent) all have higher numbers of students who responded that their teachers sometimes or always related the course to jobs.

Among past workers, the responses for ways they saw teachers to be accommodating to student work patterns are almost identical. Taking more study halls and borrowing friends' homework were the only balancing strategies cited with any great frequency. Also, 83 percent said that teachers never or rarely had students relate their jobs to the course.

Nonworking students confirmed the pattern of student perceptions that teachers neither adjusted assignments or altered courses because of working students and that they did not frequently relate student jobs to course work.

VARIATIONS AMONG THE SCHOOLS

The schools sampled vary in size and program, from a 2500-student comprehensive high school in a city, to schools of 1000-1500 which serve small town and rural areas. Schools 1, 2, and 4 are organized strongly by departments, with single teacher classrooms and a formal organization in which teachers and administrators function fairly independently. School 3 is characterized by much faculty team work and curriculum development, with a history of academically oriented administrators. Pedagogically, their visible differences are somewhat overcome by their similarity in having most courses heavily teacher-centered, with few student initiatives and long-term assignments in the courses observed. Where such differences exist, they do not seem to translate into significant differences in student work patterns. At School 4, more students said they had trouble finishing required reading when they had

jobs; the social studies courses observed at that school, with the exception of economics, had very minimal reading assignments; such assignments must be in other departments. Also at this school, less written work was required than at two of the other schools, yet it was at this school that more students said that finishing work on time was a casualty of working. At this same school, more students were working to support families. Also at this school, as at the city school, about one-fourth of the students said that escaping the boredom of school was an important reason for working. Overall, the variations in responses among schools were much less than expected, given their different populations, locations, and programs. Youth employment is a phenomenon that overrides neighborhood and academic differences. Only such variations as more farm jobs in the rural areas, and more desire to work to support a car there, emerge. Some acknowledgement by students that educational quality differed is seen in the fact that at the school with an extremely strong social studies department, School 3, 43 percent of the students felt the subject was important, whereas at a school with a weaker program, the number dropped to 36 percent. Similarly, 47 percent of the students at the stronger school (School 3) felt their science program, which is excellent, to be important, whereas only 35 percent felt that way about science at School 4. These differences do not, however, translate into significant variations in work choices.

III. Student Employment and Lowering Expectations

The survey data have confirmed teachers' perceptions that large numbers of students, at all income levels and levels of school achievement, were working at part-time jobs during the school year. Many were working long hours, far more hours than their financial need would seem to indicate and far more hours than they were spending on school-related tasks. The data also revealed that the conflict between teachers' academic priorities and students' choices to work was only the first level of conflict. The second was the conflict between the findings of the ethnographic data and survey figures on students' views of how work related to school for them personally.

We have seen that some teachers resented students' priorities of time, energy and effort when they were directed at jobs to the detriment of school performance. The teachers said, in many cases, that their own shift to having the required reading done in class, to having brief-answer tests and exercises, and to centering course lessons on teacher-supplied information rather than on student participation all resulted from their low expectations that students would finish work, do quality work, and complete work on time. As one teacher said, he missed having students who "over-achieve." Now that effort goes into pleasing the manager at McDonald's.

Administrators did not always function as a support for teachers on this issue. One principal told me that he greatly favored having students work. When he met a student (especially a boy) who was not involved in a sport or other major school activity, he "always" recommended the student get a job. One administrator, a principal, attributed students' enthusiasm for work as a need to feel independent and able to effect change. At school, students operate under a system of permission, intangible rewards, and at times suspicion ("Where are you going tin the halls at this hour?"). The same student may have enormous responsibility for others' welfare if he works in a medical setting or may handle hundreds of dollars each day in a business. This administrator did not suggest that the school should change to give students more responsibility there, but he was sensitive to the fact that these emotional rewards young people need were more likely to be fulfilled in the workplace.

Another set of administrative responses to student employment had to do with administrators' interest in the orderly functioning of the school and its public image. Many administrators were grateful for the positive, constructive contacts which working students made with the local business community. These are much more desirable than news about students' auto accidents, drinking, shoplifting, or general hanging around shopping centers or parks. Also, one assistant principal felt that jobs for seniors were good for school discipline in that they help clear seniors out of the halls and away from school grounds during afternoon classes and after school. No

administrator interviewed expressed as strong a feeling of conflict between school goals and students' jobs as did teachers. This seems to relate to the social control goals by which administrators measure the effectiveness of the school, rather than teachers' educative goals (as I have elaborated in Contradictions of Control).

This administrative/teacher split over student jobs is one of several ironies that student employment presents. Another is the gap between teachers' desire to see students motivated about school, and the teachers' frequent lack of curiosity about students' jobs. As mentioned before, most teacher complaints about students' working were expressed spontaneously and in general terms, rather than in relation to any one student. Students reported that teachers very rarely had them relate course work to their jobs. This seems to be an incredible loss of teaching opportunity. One can imagine that teachers would be pleased that students had broader experiences from which to draw information for writing assignments, for the study of social institutions, mathematical and scientific enterprise and so on. Examples based on student experience are well known to have more appeal to students than examples from textbooks and worksheets. One reason teachers may not make these connections is that, in most of these courses, the teacher supplies almost all the information through lecture, and any student writing is in the form of brief responses to test questions. In two teachers' courses, some writing is based on review of written materials. The lectures ranged from dull and superficial conveying of lists of facts to insightful and stimulating

presentations. That the courses were lecture-based is less significant for educational quality than for the lack of opportunity for student involvement. Without the need for student involvement, teachers do not give attention to such student interests as their jobs. (Also, there may be some reluctance on the part of one or two teachers who are actually against students' working to bring it into the classroom setting as a subject.)

This omission of direct mention of students' jobs was most noticeable in classes dealing with micro-economics such as purchase contracts, workers' rights, consumer regulations, tax forms, and the like. Even in these classes, teachers were more willing to deal with the course topics abstractly or to bring in their own examples (of insurance papers, for example) than to engage students' discussion of their experiences as workers or consumers. A part of this ignoring of students' experience may stem from long experience with "covering the material" and not expecting students to have contributions in the area of work and consumption. But these same teachers talked at length about students' work priorities when they discussed some of the constraints they felt as teachers. Since the course was rarely structured to include students as a valid source of knowledge, the teacher may not have thought to involve students in these topics with which they have growing familiarity.

Interestingly, this pattern of covering the material to the exclusion of student participation in generating and discussion course topics may be indicative of the very school processes against which students are reacting when they choose to spend their free

time working rather than doing extra school work. In the interviews, students repeatedly stated that they worked because they found school boring, much of school-supplied knowledge not credible, or school not demanding. Their responses to the questionnaire did not confirm this picture of school as a factor in work choices. The decision to work, and to work certain numbers of hours, related much more to the desire to support leisure activities, to make luxury purchases (not considered luxuries by these students), and to a slightly lesser extent to save for college. Their survey responses indicated that the work decision related much more to personal factors than to schooling. Because some time, from one semester to two years, separated the interviews from the survey, it is possible that some change over time occurred. However, because no such change occurred during the period of student interviews, a similar time period, perhaps other factors explain this discrepancy. For one thing, it may be easier to say something casually to an interviewer than to mark it on paper. The interviews were in the context of discussing what they knew about economics topics and what they had learned at school related to economic issues. The descriptions of their jobs arose as students contrasted job experiences and information learned from co-workers and employers with school-supplied information. This may cast a different light on the work-school conflict than was true of the survey, which focused on the job in light of the student's personal situation as well as his or her school experience.

In any case, the movement of students of all ability levels, of varied interests and financial statuses, toward increasing work hours rather than toward increased effort at school can be seen as resistance, even if unconscious resistance, to school and its claims on time and energy. Such resistance is not necessarily as strong or as deliberate as political resistance, that is as counter action aimed at opposing a policy or set of values. Here, we may be seeing more of a distancing, an organizing of students' lives in such a way that schooling is much less central than in recent history. This kind of disengagement from school processes may take the form of apathy, of active resistance, or of gradual redefinition of roles. The increase of student employment in these schools which the teachers perceived over the past five years seems to take on this latter cast. Teachers pick up the cue that they have less influence over students' time and goals and, in reaction, restructure lessons in a way that makes passing reasonably possible without extended outside assignments. Students see that course work is not incredibly demanding but do not see that this is a change from the ways their teachers have taught in the past, and so they think the teachers are unaware of or not interested in their jobs.

The contrast between students' roles and responsibilities at work and at school belies an analogy of student as worker. Perhaps another analogy would be more apt--that of student as client and consumer. Many of these students talked about their jobs in terms of what they could buy with their earnings. The job

may or may not be one they had an interest in, may or may not be challenging. But, unlike school work, it carried a paycheck. In the marketplace the student has efficacy he or she does not feel at school; he or she has choices and influence. This consumer role seemed to be more valued by many students, at least in their interview discussions, than the laborer role. At school they functioned less as a consumer, one making choices, than as a client, one fulfilling minimal requirements in exchange for standard certification, a recipient of services rather than a participant in processes. Certainly not every classroom observed has had this characteristic, but many of them did. And students were not unaware of the disparity between their power on the job and in the market, and their relatively inactive role at school.

To adult observers of labor practice, the restrictions and uniformity of behavior and job task required at a fast food chain or factory or retail store do not call up visions of worker independence and autonomy. The sense of independence in these places for students is in comparison with their lesser independence in the school setting. Whatever the job task at work, it is at least instrumental in value: it can buy something.

The pressures for students to continue to work will not go away with mild decreases in inflation. The economic goals which first bring students into the workplace will not easily be displaced by economic policy or by school personnel's wanting them to disappear. That impetus for entering the vicious cycle of lowering expectations of work and school will not soon leave us. There is

much the school, or the teacher, can do to prevent the continued fueling of this cycle. For one thing, teachers could demand more of students; this is the current wisdom of educational reform in the news and has some merit if taken in a context of much broader school reform which attends to the nature of content as well as to the mechanical requirements of schooling. Far better, teachers could seize upon work experiences as teaching opportunities rather than as inhibitions to their ability to teach and students' ability to learn. Bringing work experiences into the lesson could be a first step in breaking down the walls that often exist between "personal" knowledge and the "official" knowledge of the classroom.

Schools in the U.S. have traditionally made accommodation to economic changes, from setting a school year calendar by the agricultural seasons to modeling school organization after industrial plants. In the current economic scene of great uncertainty and complicated linkages, the schools can resist student employment, pushing students farther yet from systematic learning, or they can use student jobs as a laboratory for exploring all sorts of learning. Of special importance is the use of students' jobs to teach them how their jobs and their consumption patterns are linked to the broader political and economic forces which shape them. Many student jobs are dead-end jobs, jobs which bring an immediate pay check but no career future or intrinsic interest. Yet these jobs are a part of a world-wide economy whose resource networks and multiplier effects extend far beyond the local community. While such a perspective on student employment does not resolve the teachers' quandry about

how to get students to hand in assignments on time, it does give the students reflective tools for examining this very important area of their lives and in turn gives them reinforcement that schools can be places where significant issues are discussed, where things important to students are taken seriously. Raising expectations can rarely originate with students because of the very inequities of power which are inherent in a teaching-learning situation. This will especially be the case when they see school personnel devaluing what is important to them. For students to expect more of schooling is inextricably linked with the school's expectations of them. We have seen that increased student employment has become one of the factors which have caused teachers and students to expect less from each other. Since the economic situation is unlikely to change, teachers might well take the initiative to link jobs with content and learning activities. In doing so, they will let students know that what they expect of them can be at least as demanding as what is expected of them on the job, and that schooling in its best sense does carry significant reward.

Notes

1. Linda M. McNeil, "Negotiating Classroom Knowledge: Beyond Achievement and Socialization," Journal of Curriculum Studies, 1981, 13(4), 313-328; and Contradictions of Control report to the National Institute of Education, 1982.
2. Samuel Peng, Youth employment during high school (Paper prepared for National Opinion Research Center for the High School and Beyond study). Washington, D.C.: National Center for Education Statistics, 1981. See also Counting the Labor Force, National Commission on Employment and Unemployment Statistics. Washington, D.C.: U.S. Government Printing Office, 1979 (Supt. Doc. No. Y3.EM7/2:2L11); and Employment and Training Report of the President, 1979. Washington, D.C.: U.S. Government Printing Office (Supt. Doc. No. L1.42/2:979).

Appendix

Summary Frequencies and Percents, Survey of Student Employment at Four Wisconsin High Schools, October 1981

Notes to Appendix

Where percentages do not add to exactly 100 percent, data are missing or rounding of figures has been used. Where missing data exceed a significant number, usually 3 percent, the "missing" category is designated.

After question 8, the job status question, students answered only those questions related to their current job status. Respondents who answered that they were presently employed are profiled in Table A2; students working in the past year, in Table A3; students who have not worked, in Table A4. Answers to selected background questions are given for each subsample.

Questions 9 and 31 are not listed because the responses, descriptions of job task, were in narrative rather than numerical form.

Table A1

Background Information Total Sample

Question	School 1		School 2		School 3		School 4		Aggregate	
	f	%	f	%	f	%	f	%	f	%
1. Your grade:										
junior	136	55.1	264	55	162	44.3	251	52	813	51.6
senior	108	43.7	210	43.8	201	54.9	227	47	747	47.4
2. Your age:										
under 16 years	8	3.2	5	1	9	2.5	8	1.7	30	1.9
16-17	225	91.1	421	87.7	322	88	423	87.6	1392	88.3
18 or older	10	4	48	10	31	8.5	44	9.1	133	8.4
3. Your sex:										
male	119	48.2	247	51.5	205	56	223	46.2	794	50.3
female	123	49.8	224	46.7	153	41.8	244	50.5	745	47.2
4. Your ethnic heritage:										
white	224	90.7	465	96.9	353	96.4	460	95.2	1503	95.3
black	10	4					3	.6	13	.8
hispanic	1	.4	2	.4	2	.5	1	.2	6	.4
Asian	6	2.4	1	.2	1	.3	3	.6	11	.7
other	1	.4	2	.4	3	.8	2	.4	8	.5
5. Your high school grade average:										
Mostly below D (below 1.0)	1	.4	2	.4	1	.3	1	.2	5	.3
Mostly D (1.0-1.4)			2	.4	3	.8	3	.6	8	.5
About half C and half D (1.5-1.7)	10	4	23	4.8	17	4.6	19	3.9	69	4.4
Mostly C (1.8-2.2)	24	9.7	72	15	32	8.7	77	15.9	205	13.0
About half B and half C (2.3-2.7)	61	24.7	129	26.9	82	22.4	129	26.7	401	25.4
Mostly B (2.8-3.2)	62	25.1	119	24.8	111	30.3	132	27.3	424	26.9
About half A and half B (3.3-3.6)	59	23.9	98	20.4	85	23.2	88	18.2	330	20.9
Mostly A (3.7-4.0)	29	11.7	32	6.7	31	8.5	28	5.8	120	7.6
6. Your family's approximate annual income:										
under $5,000	3	1.2	3	.6	4	1.1	9	1.9	19	1.2
$5,000-8,499	7	2.8	8	1.7	7	1.9	13	2.7	35	2.2
$8,500-10,999	6	2.4	14	2.9	8	2.2	12	2.5	40	2.5
$11,000-15,999	16	6.5	25	5.2	32	8.7	30	6.2	103	6.5
$16,000-19,999	19	7.7	29	6	32	8.7	39	8.1	119	7.5
$20,000-24,999	36	14.6	63	13.1	44	12	50	10.4	193	12.2
$25,000-34,999	58	23.5	104	21.7	68	18.6	81	16.8	311	19.7
$35,000-49,999	37	15	85	17.7	71	19.4	64	13.3	257	16.3
$50,000 or more	47	19	46	9.6	46	12.6	50	10.4	189	12
missing	18	7.3	103	21.5	54	14.8	135	28	311	19.7
7. Number of people in your family: (living at home)										
1	1	.4	2	.4	3	.8	2	.4	8	.5
2	15	6.1	11	2.3	20	5.5	18	3.7	64	4.1
3	49	19.8	78	16.2	80	21.9	89	18.4	297	18.9
4	83	33.6	131	27.3	107	29.2	119	24.6	440	27.9
5	62	25.1	130	27.1	74	20.2	102	21.1	368	23.3
more than 5	34	13.8	124	25.8	77	21	145	30	380	24.1
8. Your present work situation:										
Students presently working	128	51.8	256	53.3	219	59.8	335	69.4	938	59
Students who have worked in past year	45	18.2	74	15.4	57	15.6	46	9.5	223	14.3
Students who have not worked during school	74	30	150	31.3	90	24.6	102	21.1	416	26.1

Table A2

Students Presently Working

Question	School 1		School 2		School 3		School 4		Aggregate	
	f	%	f	%	f	%	f	%	f	%
Number of respondents:	128	13.6	256	27.3	219	23.3	335	35.7	938	100
1. Grade:										
junior	62	48.4	123	48	83	37.9	155	46.3	423	45.1
senior	64	50	132	51.6	135	61.6	177	52.8	508	54.2
2. Age:										
under 16	4	3.1	3	1.2	3	1.4	2	.6	12	1.3
16-17	121	94.5	220	85.9	189	86.3	293	87.5	823	87.7
18 or older	2	1.6	30	11.7	25	11.4	35	10.4	92	9.8
3. Sex:										
male	59	46.1	116	45.3	127	58	161	48.1	463	49.4
female	68	53.1	136	53.1	87	39.7	163	48.7	454	48.4
4. Race:										
white	118	92.2	249	97.3	211	96.3	324	96.7	902	96.2
black	6	4.7					2	.6	8	.9
hispanic					1	.5			1	.1
asian	3	2.3					1	.3	4	.4
other			1	.4	2	.9	2	.6	5	.5
5. Grade point average:										
below 1.0	1	.8			1	.5	1	.3	3	.3
1.0-1.4					2	.9	3	.9	5	.5
1.5-1.7	2	1.6	15	5.9	7	3.2	14	4.2	38	4.1
1.8-2.2	10	7.8	40	15.6	21	9.6	61	18.2	132	14.1
2.3-2.7	35	27.3	62	24.2	49	22.4	96	28.7	242	25.8
2.8-3.2	34	26.6	68	26.6	74	33.8	84	25.1	260	27.7
3.3-3.6	33	25.8	54	21.1	46	21	54	16.1	187	19.9
3.7-4.0	12	9.4	16	6.3	16	7.3	19	5.7	63	6.7
6. Family income:										
under $5,000	2	1.6	2	.8	4	1.8	6	1.8	14	1.5
$5,000-8,499	3	2.3	3	1.2	3	1.4	13	3.9	22	2.3
$8,500-10,999	2	1.6	7	2.7	5	2.3	9	2.7	23	2.5
$11,000-15,999	10	7.8	12	4.7	15	6.8	22	6.6	59	6.3
$16,000-19,999	8	6.3	15	5.9	23	10.5	31	9.3	77	8.2
$20,000-24,999	17	13.3	34	13.3	26	11.9	37	11	114	12.2
$25,000-34,999	33	25.8	57	22.3	39	17.8	55	16.4	184	19.6
$35,000-49,999	19	14.8	53	20.7	42	19.2	37	11	151	16.1
$50,000 or more	24	18.8	26	10.2	32	14.6	33	9.9	115	12.3
missing	10	7.8	47	18.4	30	13.7	92	27.5	179	19.1
10. Job category:										
Odd jobs	6	4.7	9	3.5	13	5.9	15	4.5	43	4.6
Babysitting			2	.8	3	1.4	4	1.2	9	1
Food service	64	50	97	37.9	81	37.0	143	42.7	385	41
Farm work			10	3.9	10	4.6	21	6.3	41	4.4
Factory work			1	.4	3	1.4	6	1.8	10	1.1
Skilled trade			6	2.3	13	5.9	9	2.7	28	3
Manual trade	7	5.5	33	12.9	22	10.0	28	8.4	90	9.6
Store clerk, sales	31	24.2	52	20.3	36	16.4	56	16.7	175	18.7
Clerical work	5	3.9	15	5.9	17	7.8	25	7.5	62	6.6
Health-related	4	3.1	5	2	8	3.7	7	2.1	24	2.6
Other	11	8.6	26	10.2	13	5.9	19	5.7	69	7.4
11. Is this your family's business?										
Yes	6	4.7	29	11.3	21	9.6	38	11.3	94	10
No	120	93.8	225	87.9	195	89	293	87.5	833	88.8
12. Hours worked per week:										
0-5	5	3.9	19	7.4	18	8.2	20	6	62	6.6
6-10	26	20.3	47	18.4	28	12.8	53	15.8	154	16.4
11-15	38	29.7	46	18	39	17.8	86	25.7	209	22.3
16-20	36	28.1	75	29.3	54	24.7	86	25.7	251	26.8
21-25	16	12.5	38	14.8	44	20.1	41	12.2	139	14.8
26-30	4	3.1	12	4.7	17	7.8	13	3.9	46	4.9
31-35	3	2.3	9	3.5	13	5.9	12	3.6	37	3.9
More than 35			7	2.7	6	2.7	19	5.7	32	3.4

continued

Table A2 (continued)

Question	School 1		School 2		School 3		School 4		Aggregate	
	f	%	f	%	f	%	f	%	f	%
13. When do you work?										
Only on school days	8	6.3	13	5.1	23	10.5	33	9.9	77	8.2
Only on weekends and holidays	7	5.5	40	15.6	25	11.4	30	9	102	10.9
Mixture of school days and weekends	113	88.3	202	78.9	170	77.6	269	80.3	754	80.4
14. Is this more or less than you worked last year?										
More	90	70.3	199	77.7	153	69.9	234	69.9	676	72.1
Less	26	20.3	44	17.2	45	20.5	72	21.5	187	19.9
missing	12	9.4	13	5.1	21	9.6	29	8.7	75	8
15. Current hourly wage:										
Below $2.90 (minimum wage)	8	6.3	10	3.9	7	3.2	30	9	55	5.9
$2.90	8	6.3	15	5.9	10	4.6	22	6.6	55	5.9
$3.00-3.50	85	66.4	161	62.9	145	66.2	205	61.2	596	63.5
$3.60-4.50	20	15.6	44	17.2	38	17.4	57	17	159	17
$4.60-5.50	4	3.1	7	2.7	7	3.2	10	3	28	3
more than $5.50	3	2.3	13	5.1	11	5	2	.6	29	3.1
16. Monthly income, before taxes:										
Less than $50	8	6.3	15	5.9	10	4.6	26	7.8	59	6.3
$50-99	17	13.3	33	12.9	25	11.4	63	18.8	138	14.7
$100-199	56	43.8	87	34.0	72	32.9	116	34.6	331	35.3
$200-299	36	28.1	82	32.0	61	27.9	83	24.8	262	27.9
$300-399	10	7.8	26	10.2	24	11	19	5.7	79	8.4
$400-499			5	2	14	6.4	12	3.6	31	3.3
more than $500			1	.4	4	1.8	3	.9	8	.9
missing	1	.8	7	2.7	9	4.1	13	3.9	30	3.2
17. How long have you worked at your present job?										
less than a month	9	.7	24	9.4	8	3.7	18	5.4	59	6.3
1-3 months	35	27.3	62	24.2	64	29.2	96	28.7	257	27.4
4-6 months	22	17.2	42	16.4	44	20.1	41	12.2	149	15.9
7-9 months	9	7	31	12.1	17	7.8	25	7.5	82	8.7
10-12 months	13	10.2	12	4.7	15	6.8	24	7.2	64	6.8
more than one year	40	31.3	84	32.8	71	32.4	125	37.3	320	34.1
18. How important are each of the following reasons for getting a part-time job?										
a. contribute to support of family:										
not important	100	78.1	167	65.2	146	66.7	201	60	614	65.5
somewhat important	21	16.4	55	21.5	50	22.8	68	20.3	194	27.7
moderately important	2	1.6	22	8.6	13	5.9	34	10.1	71	7.6
very important	4	3.1	10	3.9	9	4.1	15	4.5	38	4.1
b. parents want you to work:										
not important	33	25.8	89	34.8	78	35.6	96	28.7	296	31.6
somewhat important	51	39.8	93	36.3	78	35.6	108	32.2	330	35.2
moderately important	32	25	56	21.9	41	18.7	82	24.5	211	22.5
very important	10	7.8	16	6.3	19	8.7	35	10.4	80	8.5
c. save for college:										
not important	31	24.2	54	21.1	54	24.7	82	24.5	221	23.6
somewhat important	25	19.5	53	20.7	50	22.8	83	24.8	211	22.5
moderately important	29	22.7	62	24.2	44	20.1	69	20.6	204	21.7
very important	42	32.8	83	32.4	68	31.1	89	26.6	282	30.1
d. escape the boredom of school:										
not important	65	50.8	136	53.1	111	50.7	147	43.9	459	48.9
somewhat important	28	21.9	63	24.6	63	28.8	87	26	241	25.7
moderately important	24	18.8	36	14.1	29	13.2	56	16.7	145	15.5
very important	7	5.5	15	5.9	15	6.8	30	9	67	7.1
e. meet DECA or CO-OP requirements:										
not important	110	85.5	206	80.5	156	71.2	252	75.2	724	77.2
somewhat important	3	2.3	14	5.5	12	5.5	18	5.4	47	5
moderately important	3	2.3	11	4.3	13	5.9	16	4.8	43	4.6
very important	10	7.8	20	7.8	32	14.6	36	10.7	98	10.4

continued

Table A2 (continued)

Question	School 1		School 2		School 3		School 4		Aggregate	
	f	%	f	%	f	%	f	%	f	%
f. get out of school early:										
not important	113	88.3	199	77.7	161	73.5	239	71.3	712	75.9
somewhat important	11	8.6	16	6.3	25	11.4	27	8.1	79	8.4
moderately important	1	.8	18	7	15	6.8	22	6.6	56	6
very important	1	.8	14	5.5	14	6.4	24	7.2	53	5.7
missing	2	1.6	9	3.5	4	1.8	17	5.1	38	4.1
g. gain job experience:										
not important	13	10.2	17	6.6	26	11.9	20	6	76	8.1
somewhat important	23	18	46	18	37	16.9	46	13.7	152	16.2
moderately important	38	29.7	88	34.4	54	24.7	101	30.1	281	30
very important	52	40.6	97	37.9	94	42.9	146	43.6	389	41.5
missing	2	1.6	8	3.1	8	3.7	22	6.6	40	4.3
h. try out a kind of work related to future career:										
not important	67	52.3	100	39.1	91	41.6	114	34	372	39.7
somewhat important	25	19.5	66	25.8	40	18.3	70	20.9	201	21.4
moderately important	14	10.9	42	16.4	35	16	65	19.4	156	16.6
very important	15	11.7	45	17.6	48	21.9	69	20.6	177	18.9
missing	7	5.5	3	1.2	5	2.3	17	5.1	32	3.4
i. earn money to buy car:										
not important	59	46.1	75	29.3	45	20.5	76	22.7	255	27.2
somewhat important	22	17.2	51	19.9	46	21	70	20.9	189	20.1
moderately important	18	14.1	56	21.9	49	22.4	75	22.5	198	21.1
very important	22	17.2	63	24.6	70	32	94	28.1	249	26.5
missing	7	5.5	11	4.3	9	4.1	20	6	47	5
j. pay for clothes, gifts, personal necessities:										
not important	4	3.1	10	3.9	14	6.4	10	3	38	4.1
somewhat important	11	8.6	35	13.7	41	18.7	39	11.6	126	13.4
moderately important	41	32	106	41.4	70	32	99	29.6	316	33.7
very important	69	53.9	97	37.9	90	41.1	169	50.4	425	45.3
missing	3	2.3	8	3.1	4	1.8	18	5.4	33	3.5
k. pay for alcohol, tobacco, etc.										
not important	69	53.9	118	46.1	106	48.4	173	51.6	466	49.7
somewhat important	26	20.3	66	25.8	47	21.5	58	17.3	197	21
moderately important	18	14.1	40	15.6	36	16.4	48	14.3	142	15.1
very important	8	6.3	30	11.7	28	12.8	40	11.9	106	11.3
l. pay for major purchases (stereo, skis, bike, etc.):										
not important	8	6.3	39	15.2	33	15.1	28	8.4	108	11.5
somewhat important	27	21.1	72	28.1	54	24.7	73	21.8	226	24.1
moderately important	44	34.4	89	34.8	71	32.4	116	34.6	320	34.1
very important	47	36.7	52	20.3	58	26.5	100	29.9	257	27.4
m. have something to do:										
not important	37	28.9	67	26.2	69	31.5	85	25.4	258	27.5
somewhat important	37	28.9	101	39.5	68	31.1	112	33.4	318	33.9
moderately important	40	31.3	58	22.7	60	27.4	91	27.2	249	26.5
very important	12	9.4	27	10.5	21	9.6	30	9	90	9.6
n. most of your friends work:										
not important	65	50.8	145	56.6	120	54.8	157	46.9	487	51.9
somewhat important	35	27.3	74	28.9	61	27.9	88	26.3	258	27.5
moderately important	24	18.8	22	8.6	23	10.5	50	14.9	119	12.7
very important	3	2.3	10	3.9	12	5.5	18	5.4	43	4.6
missing	1	.8	5	2	3	1.4	22	5.6	31	3.3
o. pay for leisure (movies, etc.):										
not important	2	1.6	13	5.1	19	8.7	15	4.5	49	5.2
somewhat important	15	11.7	59	23	28	12.8	52	15.5	154	16.4
moderately important	44	34.4	109	42.6	87	39.7	124	37	364	38.8
very important	64	50	72	28.1	79	36.1	123	36.7	338	36
missing	3	2.3	3	1.2	6	2.7	21	6.3	33	3.5

continued

Table A2 (continued)

Question	School 1		School 2		School 3		School 4		Aggregate	
	f	%	f	%	f	%	f	%	f	%
19. How important has your job been in hurting your performance in these areas?										
a. being able to stay alert in class:										
not important	75	58.6	137	53.5	111	50.7	162	48.4	485	51.7
somewhat important	35	27.3	80	31.3	59	26.9	72	21.5	246	26.2
moderately important	13	10.2	27	10.5	26	11.9	55	16.4	121	12.9
very important	5	3.9	9	3.5	19	8.7	26	7.8	59	6.3
b. being able to prepare for class:										
not important	38	29.7	77	30.1	79	36.1	87	26	281	30
somewhat important	46	35.9	101	39.5	74	33.8	113	33.7	334	35.6
moderately important	26	20.3	53	20.7	43	19.6	70	20.9	192	20.5
very important	18	14.1	22	8.6	21	9.6	41	12.2	102	10.9
c. being able to do required reading:										
not important	46	35.9	105	41	90	41.1	129	38.5	370	39.4
somewhat important	35	27.3	81	31.6	60	27.4	85	25.4	261	27.8
moderately important	27	21.1	47	18.4	44	20.1	63	18.8	181	19.3
very important	20	15.6	18	7	22	10	33	9.9	93	9.9
d. being able to finish work on time:										
not important	57	44.5	103	40.2	76	34.7	95	28.4	331	35.3
somewhat important	34	26.6	80	31.3	71	32.4	98	29.3	283	30.2
moderately important	23	18	42	16.4	43	19.6	76	22.7	184	19.6
very important	14	10.9	27	10.5	25	11.4	42	12.5	108	11.5
e. being able to do written assignments:										
not important	52	40.6	103	40.2	86	39.3	106	31.6	347	37
somewhat important	37	28.9	79	30.9	62	28.3	91	27.2	269	28.7
moderately important	25	19.5	49	19.1	42	19.2	73	21.8	189	20.1
very important	12	9.4	19	7.4	24	11	37	11	92	9.8
f. being able to do extra-credit:										
not important	43	33.6	102	39.8	73	33.3	116	34.6	334	35.6
somewhat important	29	22.7	60	23.4	60	27.4	85	25.4	234	24.9
moderately important	30	23.4	59	23	44	20.1	58	17.3	191	20.4
very important	26	20.3	28	10.9	36	16.4	48	14.3	138	14.7
g. taking more electives than required to graduate:										
not important	86	67.2	143	55.9	120	54.8	174	51.9	523	55.8
somewhat important	21	16.4	49	19.1	53	24.2	72	21.5	195	20.8
moderately important	14	10.9	36	14.1	26	11.9	42	12.5	118	12.6
very important	5	3.9	21	8.2	18	8.2	17	5.1	61	6.5
h. making good grades:										
not important	42	32.8	91	35.5	89	40.6	98	29.3	320	34.1
somewhat important	42	32.8	68	26.6	55	25.1	89	26.6	254	27.1
moderately important	26	20.3	54	21.1	45	20.5	67	20	192	20.5
very important	18	14.1	33	12.9	27	12.3	52	15.5	130	13.9
i. being prepared for tests:										
not important	39	30.5	67	26.2	72	32.9	87	26	265	28.3
somewhat important	35	27.3	85	33.2	62	28.3	98	29.3	280	29.9
moderately important	33	25.8	55	21.5	55	25.1	74	22.1	217	23.1
very important	18	14.1	34	13.3	26	11.9	44	13.1	122	13
j. participating in sports:										
not important	52	40.6	126	49.2	92	42	131	39.1	401	42.8
somewhat important	19	14.8	41	16	31	14.2	67	20	158	16.8
moderately important	25	19.5	44	17.2	39	17.8	57	17	165	17.6
very important	29	22.7	37	14.5	48	21.9	50	14.9	164	17.5
k. participating in school activities:										
not important	43	33.6	112	43.8	82	37.4	114	34	351	37.4
somewhat important	27	21.1	58	22.7	45	20.5	73	21.8	203	21.6
moderately important	33	25.8	47	18.4	45	20.5	78	23.3	203	21.6
very important	21	16.4	29	11.3	38	17.4	41	12.2	129	13.8

continued

Table A2 (continued)

Question	School 1		School 2		School 3		School 4		Aggregate	
	f	%	f	%	f	%	f	%	f	%
20. Is your job interesting?										
Yes	90	70.3	204	79.7	149	68	241	71.9	684	72.9
No	36	28.1	48	18.8	65	29.7	70	20.9	219	23.3
21. Is your job challenging?										
Yes	67	52.3	146	57	116	53	195	58.2	524	55.9
No	59	46.1	104	40.6	10	4.6	117	34.9	373	39.8
22. Which of the following has been an important way of balancing your job and school work?										
a. taking only the minimum courses required for graduation:										
not important	86	67.2	142	55.5	113	51.6	160	47.8	501	53.4
somewhat important	25	19.5	68	26.6	63	28.8	79	23.6	235	25.1
moderately important	11	8.6	33	12.9	26	11.9	42	12.5	112	11.9
very important	5	3.9	9	3.5	11	5	22	6.6	47	5
b. being satisfied with lower grades:										
not important	81	63.3	144	56.3	126	57.5	161	48.1	512	54.6
somewhat important	25	19.5	60	23.4	55	25.1	73	21.8	213	22.7
moderately important	18	14.1	33	12.9	20	9.1	41	12.2	112	11.9
very important	3	2.3	10	3.9	11	5	18	5.4	42	4.5
c. choosing easier courses:										
not important	92	71.9	154	60.2	116	53	167	49.9	529	56.4
somewhat important	17	13.3	60	23.4	65	29.7	71	21.2	213	22.7
moderately important	14	10.9	32	12.5	23	10.5	43	12.8	112	11.9
very important	4	3.1	5	2	10	4.6	16	4.8	35	3.7
d. choosing teachers who require less work:										
not important	102	79.7	184	71.9	146	66.7	208	62.1	640	68.2
somewhat important	13	10.2	46	18	51	23.3	50	14.9	160	17.1
moderately important	9	7	16	6.3	12	5.5	21	6.3	58	6.2
very important	1	.8	6	2.3	5	2.3	17	5.1	29	3.1
e. doing homework with friends:										
not important	96	75	148	57.8	132	60.3	173	51.6	549	58.5
somewhat important	24	18.8	63	24.6	57	26	73	21.8	217	23.1
moderately important	5	3.9	33	12.9	18	8.2	37	11	93	9.9
very important	1	.8	7	2.7	2	.9	11	3.3	21	2.2
f. taking study halls instead of electives:										
not important	119	93	152	59.4	116	53	209	62.4	596	63.5
somewhat important	3	2.3	63	24.6	53	24.2	44	13.1	163	17.4
moderately important	4	3.1	27	10.5	22	10	27	8.1	80	4.4
very important	2	1.6	9	3.5	20	9.1	12	3.6	58	6.2
g. borrowing someone else's homework:										
not important	106	22.8	180	70.3	143	65.3	206	61.5	635	67.7
somewhat important	16	12.5	49	19.1	46	21	50	14.9	161	17.2
moderately important	4	3.1	13	5.1	16	17.3	24	7.2	57	6.1
very important	1	.8	9	3.5	9	4.1	14	4.2	33	3.5
23. Is your job flexible enough that you can change your work schedule around any of the following?										
a. exam periods:										
can't be changed	3	2.3	29	11.3	36	16.4	28	8.4	96	10.2
hard to change	9	7	32	12.5	23	10.5	34	10.1	98	10.4
might be changed	33	25.8	63	24.6	38	17.4	67	20	201	21.4
can be changed	81	63.3	129	50.4	116	53	54	16.1	478	51
b. major assignments:										
can't be changed	8	6.3	32	12.5	36	16.4	31	9.3	107	11.4
hard to change	26	20.3	49	19.1	42	19.2	55	16.4	172	18.3
might be changed	47	36.7	77	30.1	61	27.9	88	26.3	273	29.1
can be changed	45	35.2	93	36.3	75	34.2			320	34.1

continued

Table A2 (continued)

Question	School 1		School 2		School 3		School 4		Aggregate	
	f	%	f	%	f	%	f	%	f	%
c. Sports events:										
can't be changed	18	14.1	49	19.1	38	17.4	42	12.5	147	15.7
hard to change	31	24.2	39	15.2	40	18.3	41	12.2	151	16.1
might be changed	31	24.2	67	26.2	40	18.3	67	20	205	21.9
can be changed	45	35.2	93	36.3	95	43.4	127	37.9	360	38.4
d. special school activities like prom or a play:										
can't be changed	9	7	18	7	32	14.6	27	8.1	86	9.2
hard to change	12	9.4	25	9.8	22	10	32	9.6	91	9.7
might be changed	24	18.8	61	23.8	38	17.4	75	22.4	198	21.1
can be changed	78	60.9	148	27.8	124	56.6	143	42.7	493	52.6
e. family trips:										
can't be changed	4	3.1	9	3.5	17	7.8	13	3.9	43	4.6
hard to change	12	9.4	16	6.3	19	8.7	21	6.3	68	7.2
might be changed	20	15.6	45	17.6	22	10	46	13.7	133	14.2
can be changed	92	71.9	183	71.5	157	71.7	201	60	633	67.5
24. Would you consider quitting your job if any of the following happened?										
a. your grades dropped dramatically:										
would not quit	19	14.8	71	27.7	88	40.2	80	23.9	258	27.5
might quit	54	42.2	101	39.5	72	32.9	116	34.6	343	36.6
probably quit	27	21.1	33	12.9	29	13.2	48	14.3	137	13.6
would quit	26	20.3	46	18	30	13.7	36	10.7	138	14.7
b. your teachers required more work:										
would not quit	55	43	146	57	145	66.2	159	47.5	505	53.8
might quit	57	44.5	94	36.7	56	25.6	91	27.2	298	31.8
probably quit	12	9.4	7	2.7	12	5.5	20	6	51	5.4
would quit	2	1.6	4	1.6	6	2.7	7	2.1	19	2
c. classes became more interesting:										
would not quit	103	80.5	215	84	186	84.9	238	71	742	79.1
might quit	20	15.6	29	11.3	22	10	29	8.7	100	10.7
probably quit	1	.8	4	1.6	5	2.3	5	1.5	15	1.6
would quit			4	1.6	5	2.3	5	1.5	14	1.5
d. you no longer needed the money:										
would not quit	59	46.1	150	58.6	124	56.6	149	44.5	482	51.4
might quit	30	23.4	59	23	36	16.4	55	16.4	180	19.2
probably quit	9	7	18	7	24	11	28	8.4	79	8.4
would quit	27	21.1	26	10.2	33	15.1	45	13.4	131	14
e. inflation became less of a problem:										
would not quit	91	71.1	197	77	168	76.7	208	62.1	664	70.8
might quit	26	20.3	45	17.6	40	18.3	47	14	158	16.8
probably quit	6	4.7	7	2.7	2	.9	15	4.5	30	3.2
would quit	2	1.6	3	1.2	9	4.1	6	1.8	20	2.1
25. How many hours per week do you spend outside of class on school work?										
0-1 hour	7	5.5	26	10.2	45	20.5	40	11.9	118	12.6
2-3 hours	32	25	59	23	61	27.9	62	18.4	214	22.8
4-5	32	25	67	26.2	67	30.6	68	20.3	234	24.9
6-7	21	16.4	47	18.4	20	9.1	37	11	125	13.3
8-10	22	17.2	28	10.9	20	9.1	42	12.5	112	11.9
11 or more	12	9.4	27	10.5	6	2.7	28	8.4	73	7.8
26. What do you plan to do after high school?										
don't know	11	8.6	14	5.5	9	4.1	10	3	44	4.7
military	3	2.3	17	6.6	12	5.5	13	3.9	45	4.8
marriage	2	1.6	9	3.5	8	3.7	12	3.6	31	3.3
job	11	8.6	26	10.2	26	11.9	44	13.1	107	11.4
technical school	12	9.4	59	23	71	32.4	65	19.4	207	22.1
2-year college	9	7	17	6.6	8	3.7	17	5.1	51	5.4
4-year college	72	56.3	92	35.9	74	33.8	98	29.3	336	35.8

continued

Table A2 (continued)

Question	School 1		School 2		School 3		School 4		Aggregate	
	f	%	f	%	f	%	f	%	f	%
27. How many adults in your family besides yourself are working?										
neither parent	1	.8	3	1.2	1	.5	2	.6	7	.7
1 parent, part-time	4	3.1	6	2.3	10	4.6	9	2.7	29	3.1
1 parent, full-time	34	26.6	61	23.8	57	26	60	17.9	212	22.6
1 part-time, 1 full-time	31	24.2	54	21.1	40	18.3	37	11	162	17.3
2 parents, full-time	24	18.8	73	28.5	66	30.1	102	30.4	265	28.3
more than 2 working	32	25	56	21.9	45	20.5	60	17.9	193	20.6
28. Do you think that teachers in general take student's jobs into account in any of the following ways?										
a. reduce the number of routine assignments for the whole class:										
never	97	73.4	173	67.6	159	72.6	172	51.3	598	63.8
sometimes	31	24.2	78	30.5	55	25.1	64	19.1	228	24.3
often			3	1.2	4	1.8	4	1.2	11	1.2
always			1	.4	1	.5	2	.6	3	.3
b. make the assignments easier for the class:										
never	104	81.3	194	75.8	164	74.9	187	55.8	649	69.2
sometimes	21	16.4	58	22.7	48	21.9	44	13.1	171	18.2
often			3	1.2	6	2.7	7	2.1	16	1.7
always					1	.5	3	.9	3	.3
c. allow papers to be handed in late:										
never	56	43.8	124	48.4	129	58.9	134	40	443	47.2
sometimes	63	49.2	110	43	75	34.2	90	26.9	338	36
often	6	4.7	18	7	10	4.6	10	3	44	4.7
always			2	.8	4	1.8	3	.9	9	1
d. cut down on what is required of working students:										
never	107	83.6	201	78.5	183	83.6	202	60.3	693	73.9
sometimes	17	13.3	48	18.8	27	12.3	31	9.3	123	13.1
often			4	1.6	5	2.3	2	.6	11	1.2
always					1	.5	2	.6	3	.3
e. encourage students to relate their jobs to the course:										
never	59	46.1	136	53.1	117	53.4	113	33.7	425	45.3
sometimes	51	39.8	89	34.8	79	36.1	94	28.1	313	33.4
often	14	10.9	23	9	14	6.4	22	6.6	73	7.8
always			5	2	4	1.8	7	2.1	17	1.8
29. How important is each of the following school subjects to you?										
a. math:										
not important	12	9.4	21	8.2	22	10	18	5.4	73	7.8
somewhat important	33	25.8	51	19.9	58	26.5	51	15.2	193	20.6
moderately important	32	25	89	34.8	59	26.9	69	20.6	249	26.5
very important	47	36.7	94	36.7	80	36.5	97	29	318	33.9
b. sciences:										
not important	28	21.9	55	21.5	58	26.5	44	13.1	185	19.7
somewhat important	38	29.7	81	31.6	55	25.1	72	21.5	246	26.2
moderately important	33	25.8	53	20.7	40	18.3	59	17.6	185	19.7
very important	25	19.5	66	25.8	64	29.2	58	17.3	213	22.7
c. English, literature:										
not important	9	7	27	10.5	21	9.6	20	6	77	8.2
somewhat important	19	14.8	64	25	49	22.4	48	14.3	180	19.2
moderately important	37	28.9	89	34.8	79	36.1	85	25.4	290	30.9
very important	61	47.7	73	28.5	69	31.5	80	23.9	283	30.2
d. social studies:										
not important	13	10.2	47	18.4	37	16.9	34	10.1	131	14
somewhat important	27	21.1	99	38.7	65	29.7	76	22.7	267	28.5
moderately important	40	31.3	74	28.9	76	34.7	81	24.2	271	28.9
very important	45	35.2	34	13.3	40	18.3	41	12.2	160	17.1

continued

Table A2 (continued)

Question	School 1		School 2		School 3		School 4		Aggregate	
	f	%	f	%	f	%	f	%	f	%
e. foreign languages:										
not important	34	26.6	141	55.1	142	64.8	109	32.5	426	45.4
somewhat important	29	22.7	52	20.3	47	21.5	74	22.1	202	21.5
moderately important	33	25.8	40	15.6	20	9.1	25	7.5	118	12.6
very important	30	23.4	19	7.4	9	4.1	25	7.5	83	8.8
f. arts (music, art, dramatics, etc.):										
not important	48	37.5	94	36.7	97	44.3	62	18.5	301	32.1
somewhat important	28	21.9	74	28.9	54	24.7	70	20.9	226	24.1
moderately important	21	16.4	46	18	21	9.6	50	14.9	138	14.7
very important	26	20.3	38	14.8	45	20.5	51	15.2	160	17.1
g. industrial/vocational:										
not important	55	43	92	35.9	71	32.4	76	22.7	294	31.3
somewhat important	36	28.1	73	28.5	41	18.7	64	19.1	214	22.8
moderately important	17	13.3	53	20.7	55	25.1	48	14.3	173	18.4
very important	14	10.9	35	13.7	49	22.4	43	12.8	141	15
h. physical education:										
not important	73	57	105	41	66	30.1	57	17	301	32.1
somewhat important	32	25	80	31.3	61	27.9	85	25.4	258	27.5
moderately important	13	10.2	47	18.4	56	25.6	51	15.2	167	17.8
very important	6	4.7	21	8.2	36	16.4	37	11	100	10.7
i. other:										
not important	9	7	29	11.3	13	5.9	18	5.4		
somewhat important	1	.8	5	2	3	1.4	12	3.6		
moderately important	1	.8	7	2.7	4	1.8	5	1.5		
very important	12	9.4	22	8.6	33	15.1	17	5.1		
30. Do you ever have a chance to relate your work experiences to the lesson in any of these subjects?										
a. math:										
never	61	47.7	114	44.5	101	46.1	84	25.1	360	38.4
sometimes	34	26.6	75	29.3	59	26.9	66	19.7	234	24.9
often	17	13.3	27	10.5	31	14.2	35	10.4	110	11.7
always	12	9.4	38	14.8	27	12.3	37	11	114	12.2
b. sciences:										
never	104	81.3	197	77	159	72.6	155	46.3	615	65.6
sometimes	13	10.2	43	16.8	41	18.7	52	15.5	149	15.9
often	6	4.7	7	2.7	11	5	8	2.4	32	3.4
always	5	3.9	7	2.7	6	2.7	5	1.5	18	1.9
c. English, literature:										
never	78	60.9	139	54.3	114	52.1	115	34.3	446	47.5
sometimes	25	19.5	56	21.9	41	18.7	51	15.2	173	18.4
often	15	11.7	34	13.3	36	16.4	33	9.9	118	12.6
always	6	4.7	25	9.8	24	11	22	6.6	77	8.2
d. social studies:										
never	88	68.8	184	71.9	145	66.2	152	45.4	569	60.7
sometimes	28	21.9	47	18.4	48	21.9	50	14.9	173	18.4
often	4	3.1	12	4.7	13	5.9	9	2.7	38	4.1
always	2	1.6	7	2.7	9	4.1	9	2.7	27	2.9
e. foreign languages:										
never	81	63.3	198	77.3	168	76.7	174	51.9	621	66.2
sometimes	33	25.8	44	17.2	33	15.1	34	10.1	144	15.4
often	7	5.5	9	3.5	11	5	10	3	37	3.9
always	7	5.5	3	1.2	6	2.7	4	1.2	13	1.4
f. arts (music, art, dramatics, etc.)										
never	94	73.4	190	74.2	169	77.2	154	46	607	64.7
sometimes	17	13.3	43	16.8	18	8.2	44	13.1	122	13
often	8	6.3	14	5.5	16	7.3	12	3.6	50	5.3
always	5	3.9	7	2.7	13	5.9	9	2.7	34	3.6
g. industrial/vocational										
never	87	68	157	61.3	132	60.3	123	36.7	499	53.2
sometimes	20	15.6	42	16.4	39	17.8	49	14.6	150	16
often	10	7.8	31	12.1	23	10.5	24	7.2	88	9.4
always	7	5.5	23	9	21	9.6	22	6.6	73	7.8

continued

Table A2 (continued)

Question	School 1		School 2		School 3		School 4		Aggregate	
	f	%	f	%	f	%	f	%	f	%
h. physical education:										
never	95	74.2	172	67.2	139	63.5	138	41.2	544	58
sometimes	13	10.2	40	15.6	35	16	42	12.5	130	13.9
often	9	7	24	9.4	21	9.6	25	7.5	79	8.4
always	6	4.7	16	6.3	22	10	14	4.2	58	6.2

Table A3

Students Who Have Worked in Past Year

Question	School 1		School 2		School 3		School 4		Aggregate	
	f	%	f	%	f	%	f	%	f	%
Number of respondents:	45	20.2*	74	33.2	57	25.6	46	20.6	223	100.0
1. Grade:										
junior	25	55.6**	40	54.1	26	45.6	23	50	114	51.1
senior	19	42.2	31	41.9	30	52.6	23	50	104	46.6
2. Age:										
under 16	1	2.2			3	5.3	1	2.2	5	2.2
16-17	41	91.1	60	81.1	49	86	42	91.3	193	86.5
18 or older	2	4.4	11	14.9	3	5.3	3	6.5	19	8.5
3. Sex:										
male	26	57.8	49	66.2	41	71.9	19	41.3	135	60.5
female	17	37.8	21	28.4	15	26.3	26	56.5	80	35.9
4. Race:										
white	41	91.1	69	93.2	55	96.5	45	97.8	211	94.6
black	1	2.2					1	2.2	2	.9
asian	2	4.4			1	1.8			3	1.3
other			1	1.4					1	.4
5. Grade point average:										
below 1.0			1	1.4					1	.4
1.0-1.4	5	11.1	1	1.4	1	1.8			2	.9
1.5-1.7			4	5.4	7	12.3	2	4.3	18	8.1
1.8-2.2	3	6.7	13	17.6	6	10.5	6	13	28	12.6
2.3-2.7	10	22.2	22	29.7	17	29.8	14	30.4	63	28.3
2.8-3.2	9	20	16	21.6	11	19.3	15	32.6	51	22.9
3.3-3.6	10	22.2	13	17.6	12	21.1	6	13	41	18.4
3.7-4.0	8	17.8	3	4.1	2	3.5	3	6.5	16	7.2
6. Family income:										
under $5,000			1	1.4			2	4.3	3	1.3
$5,000-8,499	2	4.4	2	2.7	3	5.3			7	3.1
$8,500-10,999	2	4.4	2	2.7	1	1.8	1	2.2	6	2.7
$11,000-15,999	1	2.2	5	6.8	6	10.5	1	2.2	13	5.8
$16,000-19,999	6	13.3	5	6.8	1	1.8			12	5.4
$20,000-24,999	7	15.6	13	17.6	5	8.8	7	15.2	32	14.3
$25,000-34,999	9	20	13	17.6	11	19.3	11	23.9	44	19.7
$35,000-49,999	10	22.2	7	9.5	16	28.1	10	21.7	43	19.3
$50,000 or greater	7	15.6	5	6.8	9	15.8	3	6.5	24	10.8
missing	1	2.2	21	28.4	5	8.8	11	23.9	39	17.5
32. Job Category										
Odd jobs	4	8.9	4	5.4	3	5.3	3	6.5	15	6.7
Babysitting	2	4.4	1	1.4			3	6.5	6	2.7
Food service	22	48.9	20	27	26	45.6	19	41.3	87	39
Farm work			16	21.6	8	14	3	6.5	27	12.1
Factory work			6	8.1	1	1.8	1	2.2	8	3.6
Skilled trade			1	1.4	2	3.5			3	1.3
Manual trade	5	11.1	7	9.5	4	7	1	2.2	17	7.6
Store clerk, sales	3	6.7	5	6.8	1	1.8	5	10.9	14	6.3
Clerical work	1	2.2	1	1.4	2	3.5	1	2.2	5	2.2
Health-related			1	1.4	1	1.8	2	4.3	4	1.8
Other	8	17.8	11	14.9	8	14	8	17.4	35	15.7
33. Is this your family's business?										
Yes	2	4.4	2	2.7	1	1.8	2	4.3	7	3.1
No	43	95.6	70	94.6	54	94.7	43	93.5	211	94.6

continued

Table A3 (continued)

Question	School 1		School 2		School 3		School 4		Aggregate	
	f	%	f	%	f	%	f	%	f	%
34. How many hours per week did you usually work during school?										
0-5	2	4.4	11	14.9	4	7	4	8.7	22	9.9
6-10	11	24.4	19	25.7	5	8.8	8	17.4	43	19.3
11-15	11	24.4	15	20.3	12	21.1	11	23.9	49	22
16-20	11	24.4	10	13.5	17	29.8	16	34.8	54	24.2
21-25	7	15.6	6	8.1	7	12.3	4	8.7	24	10.8
26-30	3	6.7	7	9.5	5	8.8	2	4.3	17	7.6
31-35					1	1.8			1	.4
more than 35			4	5.4	5	8.8	1	2.2	10	4.5
35. When did you work?										
School days only	2	4.4	11	14.9	5	8.8	5	10.9	23	10.3
Weekends and holidays only	4	8.9	19	25.7	10	17.5	7	15.2	40	17.9
Mixture of school days and holidays	38	84.4	41	55.4	40	70.2	34	73.9	153	68
missing	1	2.2	3	4.1	2	3.5			7	3.1
36. What was your rate of pay per hour?										
Below $2.90 (minimum wage)	2	4.4	3	4.1	5	9.8	7	15.2	18	8.1
$2.90	7	15.6	8	10.8	6	10.5	5	10.9	26	11.7
$3.00-3.50	29	64.4	44	59.5	34	59.6	29	63	136	61
$3.60-4.50	5	11.1	18	24.3	5	8.8	4	8.7	32	14.3
$4.60-5.50					6	10.5			6	2.7
more than $5.50	1	2.2							1	.4
37. How long did you have that job?										
Less than a month	3	6.7	8	10.8	3	5.3			14	6.3
1-3 months	16	35.6	32	43.2	14	24.6	14	30.4	77	34.5
4-6 months	13	28.9	13	17.6	17	29.8	13	28.3	56	25.1
7-9 months	2	4.4	5	6.8	6	10.5	9	19.6	22	9.9
10-12 months	6	13.3	7	9.5	2	3.5	2	4.3	17	7.6
longer than a year	5	11.1	7	9.5	14	24.6	8	17.4	34	15.2
38. Are you looking for a job now?										
Yes	31	68.9	51	68.9	37	64.9	34	73.9	154	69.1
No	14	31.1	22	29.7	18	31.6	12	26.1	66	29.6
39. How many adults are now working in your family?										
neither parent	2	4.4	1	1.4			2	4.3	5	2.2
1 part-time	1	2.2	3	4.1	5	8.8	4	8.7	13	5.8
1 full-time	12	26.7	23	31.1	16	28.1	10	21.7	61	27.4
1 part-time, 1 full-time	12	26.7	18	24.3	5	8.8	4	8.7	40	17.9
2 full-time	9	20	21	28.4	24	42.1	18	39.1	72	32.3
more than 2 working	9	20	7	9.5	6	10.5	8	17.4	30	13.5
40. How important is each of the following in your decision not to work at present?										
a. can't find a job:										
not important	11	24.4	16	21.6	14	24.6	11	23.9	52	23.3
somewhat important	12	26.7	6	8.1	11	19.3	7	15.2	36	16.1
moderately important	9	20	24	32.4	12	21.1	12	26.1	58	26
very important	11	24.4	27	36.5	20	35.1	16	34.8	74	33.2
b. can't find a good paying job:										
not important	12	26.7	15	20.3	18	31.6	14	30.4	59	26.5
somewhat important	19	42.2	27	36.5	18	31.6	10	21.7	75	33.6
moderately important	8	17.8	24	32.4	13	22.8	14	30.4	59	26.5
very important	1	2.2	7	9.5	8	14	8	17.4	24	10.8
c. prefer to concentrate on schoolwork:										
not important	6	13.3	7	9.5	20	35.1	6	13	39	
somewhat important	14	31.1	28	37.8	19	33.3	15	32.6	77	
moderately important	17	37.3	24	32.4	10	17.5	18	39.1	69	
very important	4	8.9	13	17.6	7	12.3	6	13	30	
missing	4	8.9	2	2.7	1	1.8	1	2.2	8	

continued

Table A3 (continued)

Question	School 1		School 2		School 3		School 4		Aggregate	
	f	%	f	%	f	%	f	%	f	%
d. prefer to work summers only:										
not important	26	57.8	35	47.3	29	50.9	19	41.3	109	48.9
somewhat important	10	22.2	10	13.5	11	19.3	15	32.6	46	20.6
moderately important	7	15.6	20	27	12	21.1	6	13	46	20.6
very important	1	2.2	7	9.5	5	8.8	6	13	19	8.5
e. parents are against your working:										
not important	29	64.4	61	82.4	46	80.7	36	78.3	173	77.6
somewhat important	9	20	6	8.1	4	7	5	10.9	24	10.8
moderately important	1	2.2	1	1.4	3	5.3	2	4.3	7	3.1
very important	3	6.7	2	2.7	3	5.3	2	4.3	10	4.5
f. most of your friends don't work:										
not important	36	80	57	77	42	73.7	32	69.6	168	75.3
somewhat important	3	6.7	9	12.2	8	14	9	19.6	29	13
moderately important	1	2.2	6	8.1	6	10.5	3	6.5	16	7.2
very important	1	2.2	1	1.4	1	1.8	1	2.2	3	1.3
g. prefer to spend time in other activities (sports, music, etc.):										
not important	5	11.1	19	25.7	11	19.3	9	19.6	44	19.7
somewhat important	11	24.4	21	28.4	15	26.3	16	34.8	63	28.3
moderately important	13	28.9	20	27	11	19.3	16	34.8	61	27.4
very important	15	33.3	13	17.6	19	33.3	5	10.9	52	23.3
h. prefer volunteer work:										
not important	36	80	58	78.4	44	77.2	37	80.4	175	78.5
somewhat important	3	6.7	9	12.2	5	8.8	7	15.2	25	11.2
moderately important	2	4.4	2	2.7	3	5.3	1	2.2	8	3.6
very important	4	8.9	1	1.4	1	1.8	1	2.2	2	.9
i. health prevents working and going to school at the same time:										
not important	36	80	60	81.1	48	84.2	40	87	184	82.5
somewhat important	4	8.9	6	8.1	1	1.8	2	4.3	14	6.3
moderately important	1	2.2	5	6.8	4	7	3	6.5	13	5.8
very important	1	2.2	2	2.7	2	3.5			5	2.2
j. have to care for younger siblings:										
not important	38	84.4	62	83.8	48	84.2	37	80.4	186	83.4
somewhat important	2	4.4	5	6.8	3	5.3	5	10.9	15	6.7
moderately important	1	2.2	4	5.4	3	5.3	2	4.3	9	4
very important	4	8.9	1	1.4	2	3.5	1	2.2	5	2.2
k. don't need the money:										
not important	24	53.3	29	39.2	28	49.1	23	50	104	46.6
somewhat important	8	17.8	17	23	9	15.8	10	21.7	44	19.7
moderately important	7	15.6	11	14.9	8	14	5	10.9	32	14.3
very important	4	8.9	16	21.6	10	17.5	7	15.2	37	16.6
41. There are certain benefits in not trying to work and go to school at the same time. Which of the following possible benefits is important in your decision not to work right now?										
a. need to prepare for college:										
not important	12	26.7	24	32.4	22	38.6	10	21.7	69	30.9
somewhat important	12	26.7	23	31.1	17	29.8	17	37	69	30.9
moderately important	13	28.9	18	24.3	6	10.5	10	21.7	47	21.1
very important	7	15.6	6	8.1	11	19.3	8	17.4	32	14.3
b. need to keep grades up for scholarship or college entrance:										
not important	9	20	24	32.4	20	35.1	10	21.7	64	28.7
somewhat important	11	24.4	17	23	16	28.1	11	23.9	55	24.7
moderately important	14	31.1	24	32.4	8	14	16	34.8	62	27.8
very important	10	22.2	6	8.1	13	22.8	8	17.4	37	16.6

continued

Table A3 (continued)

Question	School 1		School 2		School 3		School 4		Aggregate	
	f	%	f	%	f	%	f	%	f	%
c. want to take extra elective courses such as foreign language:										
not important	24	53.3	53	71.6	39	68.4	22	47.8	138	61.9
somewhat important	14	31.1	13	17.6	12	21.1	19	41.3	59	26.5
moderately important	3	6.7	4	5.4	3	5.3	4	8.7	14	6.3
very important	2	4.4	1	1.4	3	5.3			6	2.7
d. want to take upper level courses in required subjects:										
not important	20	44.4	35	47.3	33	57.9	16	34.8	104	46.6
somewhat important	8	17.8	16	21.6	16	28.1	14	30.4	55	24.7
moderately important	9	20	13	17.6	3	5.3	11	23.9	36	16.1
very important	6	13.3	7	9.5	4	7	4	8.7	21	9.4
e. want more leisure time:										
not important	6	13.3	16	21.6	10	17.5	11	23.9	43	19.3
somewhat important	8	17.8	26	35.1	22	38.6	20	43.5	77	34.5
moderately important	20	44.4	19	25.7	16	28.1	12	26.1	67	30
very important	9	20	10	13.5	8	14	2	4.3	29	13
42. There are also certain drawbacks to not having a job. Which of the following is a problem to you because you do not have a job?										
a. needing money for necessities:										
not a problem	11	24.4	17	23	7	12.3	7	15.2	42	18.8
somewhat a problem	12	26.7	17	23	16	28.1	11	23.9	56	25.1
moderately a problem	13	28.9	22	29.7	17	29.8	17	37	70	31.4
a serious problem	8	17.6	17	23	16	28.1	10	21.7	51	22.9
b. needing money for leisure:										
not a problem	1	2.2	4	5.4	5	8.8	4	8.7	14	6.3
somewhat a problem	10	22.2	21	28.4	11	19.3	17	37	60	26.9
moderately a problem	20	44.4	25	33.8	23	40.4	18	39.1	86	38.6
a serious problem	13	28.9	23	31.1	17	29.8	6	13	59	26.5
c. needing money to buy a car:										
not a problem	24	53.3	31	41.9	22	38.6	19	41.3	96	43
somewhat a problem	9	20	14	18.9	9	15.8	8	17.4	40	17.9
moderately a problem	6	13.3	11	14.9	10	17.5	9	19.6	36	16.1
a serious problem	4	8.9	16	21.6	16	28.1	7	15.2	44	19.7
missing	2	4.4	2	2.7			3	6.5	7	3.1
d. needing job experience:										
not a problem	13	28.9	17	23	23	40.4	13	28.3	66	29.6
somewhat a problem	12	26.7	24	32.4	11	19.3	14	30.4	61	27.4
moderately a problem	10	22.2	25	33.8	14	24.6	12	26.1	62	27.8
a serious problem	7	15.6	6	8.1	8	14	5	10.9	26	11.7
missing	3	6.7	2	2.7	1	1.8	2	4.3	8	3.6
e. finding friends to do something with since so many students are working:										
not a problem	30	66.7	45	60.8	42	73.7	24	52.2	141	63.2
somewhat a problem	9	20	19	25.7	6	10.5	16	34.8	51	22.9
moderately a problem	3	6.7	7	9.5	7	12.3	4	8.7	21	9.4
a serious problem			2	2.7	1	1.8			3	1.3
missing	3	6.7	1	1.4	1	1.8	2	4.3	7	3.1
f. being in class with students who are not alert or prepared because they worked late:										
not a problem	35	77.8	48	64.9	39	68.4	30	65.2	153	68.6
somewhat a problem	7	15.6	18	24.3	14	24.6	10	21.7	49	22
moderately a problem	2	4.4	5	6.8	4	7	3	6.5	14	6.3
a serious problem			2	2.7			2	4.3	4	1.8
g. needing money for college or trade school:										
not a problem	20	4.4	20	27	19	33.3	14	30.4	73	32.7
somewhat a problem	9	20	16	21.6	15	26.3	12	26.1	52	23.3
moderately a problem	3	6.7	22	29.7	12	21.1	12	26.1	50	22.4
a serious problem	12	26.7	15	20.3	11	19.3	7	15.2	45	20.2

continued

Table A3 (continued)

Question	School 1		School 2		School 3		School 4		Aggregate	
	f	%	f	%	f	%	f	%	f	%
43. How important was each of the following in your decision to stop working?										
a. did not want to work:										
not important	16	35.6	49	66.2	30	52.6	18	39.1	113	50.7
somewhat important	8	17.8	10	13.5	11	19.3	13	28.3	43	19.3
moderately important	12	26.7	6	8.1	9	15.8	6	13	33	14.8
very important	4	8.9	6	8.1	5	8.8	5	10.9	20	9
missing	5	11.1	3	4.1	2	3.5	4	8.7	14	6.3
b. was laid off:										
not important	31	68.9	39	52.7	36	63.2	25	54.3	132	59.2
somewhat important	1	2.2	7	9.5	5	8.8	4	8.7	17	7.6
moderately important	4	8.9	7	9.5	5	8.8	6	13	22	9.9
very important	5	11.1	18	24.3	10	17.5	7	15.2	40	17.9
missing	4	8.9	3	4.1	1	1.8	4	8.7	12	5.4
c. was fired:										
not important	34	75.6	51	68.9	45	78.9	34	73.9	165	74
somewhat important	3	6.7	5	6.8	1	1.8			9	4
moderately important	1	2.2	5	6.8	3	5.3			9	4
very important	4	8.9	7	9.5	6	10.5	4	8.7	21	9.4
missing	3	6.7	6	8.1	2	3.5	8	17.4	19	8.4
d. work was not interesting:										
not important	10	22.2	40	54.1	21	36.8	19	41.3	91	40.8
somewhat important	14	31.1	14	18.9	15	26.3	11	23.9	54	24.2
moderately important	8	17.8	6	8.1	8	14	7	15.2	29	13
very important	10	22.2	11	14.9	11	19.3	4	8.7	36	16.1
missing	3	6.7	3	4.1	2	3.5	5	10.9	13	5.8
e. pay was too low:										
not important	19	42.2	35	47.3	27	47.4	20	43.5	102	45.7
somewhat important	13	28.9	16	21.6	18	31.6	11	23.9	58	26
moderately important	5	11.1	11	14.9	7	12.3	3	6.5	26	11.7
very important	5	11.1	8	10.8	3	5.3	6	13	22	9.9
missing	3	6.7	4	5.4	2	3.5	6	13	15	6.7
f. the work was too hard:										
not important	25	55.6	52	70.3	35	61.4	32	69.6	145	65
somewhat important	7	15.6	10	13.5	10	17.5	4	8.7	31	13.9
moderately important	4	8.9	6	8.1	8	14	5	10.9	23	10.3
very important	5	11.1	2	2.7	1	1.8			8	3.6
missing	4	8.9	4	5.4	3	5.3	5	10.9	16	7.2
g. needed more time for leisure:										
not important	12	26.7	38	51.4	23	40.4	19	41.3	93	41.7
somewhat important	12	26.7	20	27	14	24.6	11	23.9	57	25.6
moderately important	8	17.8	10	13.5	11	19.3	7	15.2	36	16.1
very important	12	26.7	3	4.1	7	12.3	3	6.5	25	11.2
missing	1	2.2	3	4.1	2	3.5	6	13	12	5.4
h. grades were going down:										
not important	25	55.6	34	45.9	36	63.2	21	45.7	117	52.5
somewhat important	7	15.6	17	23	9	15.8	4	8.7	37	16.6
moderately important	7	15.6	11	14.9	5	8.8	12	26.1	35	15.7
very important	2	4.4	9	12.2	5	8.8	3	6.5	19	8.5
missing	4	8.9	3	4.1	2	3.5	6	13	15	6.7
i. the work was seasonal:										
not important	26	57.8	30	40.5	28	49.1	23	50	107	48
somewhat important	1	2.2	6	8.1	8	14	2	4.3	17	7.6
moderately important	1	2.2	11	14.9	8	14	6	13	27	12.1
very important	15	33.3	24	32.4	12	21.1	8	17.4	59	26.5
missing	2	4.4	3	4.1	1	1.8	7	15.2	13	5.8
44. How important is each of the following subjects to you?										
a. Math:										
not important	5	11.1	9	10.8	13	22.8			26	11.7
somewhat important	11	24.4	12	16.2	12	21.1	10	21.7	45	20.2
moderately important	11	24.4	28	37.8	21	36.8	17	37	78	35
very important	17	37.8	25	33.8	10	17.5	13	28.3	65	29.1
missing	1	2.2	1	1.4	1	1.8	6	13	9	4

continued

Table A3 (continued)

Question	School 1		School 2		School 3		School 4		Aggregate	
	f	%	f	%	f	%	f	%	f	%
b. Sciences:										
not important	3	6.7	16	21.6	21	36.8	9	19.6	49	22
somewhat important	21	46.7	21	28.4	17	29.8	16	34.8	75	33.6
moderately important	9	20	20	27	8	14	8	17.4	46	20.6
very important	10	22.2	15	20.3	10	17.5	7	15.2	42	18.8
missing	2	4.4	2	2.7	1	1.8	6	13	11	4.9
c. English, Literature:										
not important	1	2.2	10	13.5	11	19.3	4	8.7	26	11.7
somewhat important	10	22.2	20	27	14	24.6	10	21.7	55	24.7
moderately important	15	33.3	27	36.5	18	31.6	11	23.9	71	31.8
very important	18	40	16	21.6	13	22.8	15	32.6	62	27.8
missing	1	2.2	1	1.4	1	1.8	6	13	9	4
d. Social studies:										
not important	4	8.9	15	20.3	15	26.3	5	10.9	40	17.9
somewhat important	12	26.7	20	27	12	21.1	19	41.3	68	28.3
moderately important	14	31.1	30	40.5	20	35.1	8	17.4	72	32.3
very important	14	31.1	7	9.5	9	15.8	7	15.2	37	16.6
missing	1	2.2	2	2.7	1	1.8	7	15.2	11	4.9
e. Foreign languages:										
not important	12	26.7	42	56.8	29	50.9	14	30.4	98	43.9
somewhat important	18	40	14	18.9	14	24.6	12	26.1	58	26
moderately important	10	22.2	12	16.2	6	10.5	8	17.4	36	16.1
very important	3	6.7	4	5.4	5	8.8	4	8.7	16	7.2
missing	2	4.4	2	2.7	3	5.3	8	17.4	15	6.7
f. Arts:										
not important	15	33.3	29	39.2	24	42.1	12	26.1	80	35.9
somewhat important	8	17.8	15	20.3	10	17.5	8	17.4	41	18.4
moderately important	6	13.3	12	16.2	9	15.8	7	15.2	35	15.7
very important	14	31.1	16	21.6	12	21.1	11	23.9	53	23.8
missing	2	4.4	2	2.7	2	3.5	8	17.4	14	6.3
g. Industrial/vocational:										
not important	22	48.9	24	32.4	14	24.6	16	34.8	76	34.1
somewhat important	14	31.1	27	36.5	11	19.3	12	26.1	65	29.1
moderately important	5	11.1	14	18.9	17	29.8	5	10.9	41	18.4
very important	2	4.4	7	9.5	12	21.1	6	13	27	12.1
missing	2	4.4	2	2.7	3	5.3	7	15.2	14	6.3
h. Physical education:										
not important	18	40	25	33.8	17	29.8	16	34.8	77	34.5
somewhat important	13	28.9	28	37.8	11	19.3	12	26.1	64	28.7
moderately important	9	20	14	18.9	14	24.6	6	13	43	19.3
very important	4	8.9	5	6.8	13	22.8	5	10.9	27	12.1
missing	1	2.2	2	2.7	2	3.5	7	15.2	12	5.4
45. Do you think teachers in general take students' jobs into account in any of the following ways?										
a. reduce the number of routine assignments for the whole class:										
never	35	77.8	48	64.9	42	73.7	26	36.5	152	68.2
sometimes	7	15.6	20	27	14	24.6	11	23.9	52	23.3
often	1	2.2	5	6.8	1	1.8			7	3.1
always	1	2.2							1	.4
missing	1	2.2	1	1.4			9	19.6	11	4.9
b. make the assignments easier for the class:										
never	34	75.6	46	62.2	43	75.4	27	58.7	151	67.7
sometimes	9	20	25	33.8	11	19.3	9	19.6	54	24.2
often	1	2.2	1	1.4	3	5.3			5	2.2
always			1	1.4					1	.4
missing	1	2.2	1	1.4			10	21.7	12	5.4
c. allow papers to be handed in late:										
never	13	28.9	31	41.9	31	54.4	17	37	93	41.7
sometimes	27	60	35	47.3	21	36.8	17	37	100	44.8
often	4	8.9	7	9.5	1	1.8	2	4.3	14	6.3
always					3	5.3			3	1.3
missing	1	2.2	1	1.4	1	1.8	10	21.7	13	5.8

continued

Table A3 (continued)

Question	School 1		School 2		School 3		School 4		Aggregate	
	f	%	f	%	f	%	f	%	f	%
d. cut down on what is required of working students:										
never	36	80	58	78.4	45	78.9	27	58.7	167	74.9
sometimes	5	11.1	12	16.2	11	19.3	6	13	34	15.2
often	1	2.2	3	4.1	1	1.8	3	6.5	8	3.6
always	1	2.2							1	.4
missing	2	4.4	1	1.4			10	21.7	13	5.8
e. encouraged students to relate their jobs to the course:										
never	16	35.6	33	44.6	32	56.1	14	30.4	96	43
sometimes	23	51.1	31	41.9	16	28.1	18	39.1	88	39.5
often	5	11.1	7	9.5	8	14	2	4.3	22	9.9
always			2	2.7	1	1.8	2	4.3	5	2.2
missing	1	2.2	1	1.4			10	21.7	12	5.4
46. When you were working, what was an important way of balancing your job and school work?										
a. taking only the minimum courses needed for graduation:										
not important	29	64.4	39	52.7	32	56.1	20	43.5	120	53.8
somewhat important	6	13.3	22	29.7	9	15.8	11	23.9	49	22
moderately important	5	11.1	5	6.8	8	14	3	6.5	21	9.4
very important	2	4.4	5	6.8	7	12.3	1	2.2	15	6.7
missing	3	6.7	3	4.1			11	23.9	18	8.1
b. being satisfied with lower grades:										
not important	29	64.4	40	54.1	33	57.9	20	43.5	122	54.7
somewhat important	11	24.4	17	23	10	17.5	9	19.6	48	21.5
moderately important	1	2.2	7	9.5	10	17.5	3	6.5	21	9.4
very important	1	2.2	5	6.8	3	5.3			9	4
missing	3	6.7	5	6.8	1	1.8	14	30.4	23	10.3
c. choosing easier courses:										
not important	28	62.2	32	43.2	26	45.6	16	34.8	102	45.7
somewhat important	9	20	21	28.4	18	31.6	10	21.7	59	26.5
moderately important	4	8.9	16	21.6	5	8.8	6	13	31	13.9
very important	1	2.2	2	2.7	6	10.5			9	4
missing	3	6.7	3	4.1	2	3.5	14	30.4	22	9.9
d. choosing teachers who required less:										
not important	35	77.8	43	58.1	35	61.4	22	47.8	136	61
somewhat important	4	8.9	15	20.3	9	15.8	8	17.4	36	16.1
moderately important	2	4.4	8	10.8	8	14	2	4.3	20	9
very important			3	4.1	3	5.3	1	2.2	7	3.1
missing	4	8.9	5	6.8	2	3.5	13	28.3	24	10.8
e. doing homework with friends:										
not important	25	55.6	34	45.9	32	56.1	18	39.1	110	49.3
somewhat important	10	22.2	23	31.1	10	17.5	7	15.2	50	22.4
moderately important	5	11.1	14	18.9	8	14	6	13	33	14.8
very important	2	4.4			5	8.8			7	3.1
missing	3	6.7	3	4.1	2	3.5	15	32.6	23	10.3
f. taking study halls instead of electives:										
not important	38	84.4	43	58.1	14	24.6	22	47.8	118	52.9
somewhat important	1	2.2	11	14.9	16	28.1	5	10.9	33	14.8
moderately important	2	4.4	15	20.3	13	22.8	4	8.7	34	15.2
very important			1	1.4	11	19.3	1	2.2	13	5.8
missing	4	8.9	4	5.4	3	5.3	14	30.4	25	11.2

continued

Table A3 (continued)

Question	School 1		School 2		School 3		School 4		Aggregate	
	f	%	f	%	f	%	f	%	f	%
g. borrowing someone else's homework:										
not important	32	71.1	45	60.8	32	56.1	20	43.5	130	58.3
somewhat important	7	15.6	16	21.6	10	17.5	7	15.2	40	17.9
moderately important	2	4.4	8	10.8	5	8.8	5	10.9	20	9
very important			2	2.7	8	14			10	4.5
missing	4	8.9	3	4.1	2	3.5	14	30.4	23	10.3
47. How flexible was your last job so that you could change your work schedule around any of the following?										
a. Exam periods:										
could not be changed	3	6.7	24	32.4	22	38.6	5	10.9	54	24.2
hard to change	6	13.3	11	14.9	8	14	7	15.2	32	14.3
might be changed	11	24.4	12	16.2	8	14	4	8.7	35	15.7
could be changed	21	46.7	24	32.4	17	29.8	13	28.3	75	33.6
missing	4	8.9	3	4.1	2	3.5	17	37	27	12.1
b. Major assignments:										
could not be changed	5	11.1	26	35.1	19	33.3	4	8.7	54	24.2
hard to change	11	24.4	15	20.3	14	24.6	9	19.6	49	22
might be changed	14	31.1	12	16.2	8	14	7	15.2	41	18.4
could be changed	12	26.7	18	24.3	13	22.8	9	19.6	52	23.3
missing	3	6.7	3	4.1	3	5.3	17	37	27	12.2
c. Sports events:										
could not be changed	11	24.4	26	35.1	17	29.8	13	28.3	67	30
hard to change	12	26.7	15	20.3	8	14	1	2.2	36	16.1
might be changed	9	20	9	12.2	6	10.5	7	15.2	31	13.9
could be changed	11	24.4	20	27	23	40.4	9	19.6	63	28.3
missing	2	4.4	4	5.4	3	5.3	16	34.8	26	11.7
d. Special school activities:										
could not be changed	5	11.1	22	29.7	15	26.3	8	17.4	50	22.4
hard to change	2	4.4	12	16.2	9	15.8	2	4.3	25	11.2
might be changed	13	28.9	13	17.6	10	17.5	10	21.7	46	20.6
could be changed	23	51.1	24	32.4	21	36.8	10	21.7	78	35
missing	2	4.4	3	4.1	2	3.5	16	34.8	24	10.8
e. Family trips:										
could not be changed	2	4.4	17	23	12	21.1	3	6.5	34	15.2
hard to change	6	13.3	8	10.8	6	10.5	5	10.9	25	11.2
might be changed	6	13.3	13	17.6	6	10.5	5	10.9	30	13.5
could be changed	29	64.4	33	44.6	32	56.1	17	37	111	49.8
missing	2	4.4	3	4.1	1	1.8	16	34.8	23	10.3
48. How many hours per week do you spend outside of class on school work?										
0-1	6	13.3	14	18.9	19	33.3			39	17.5
2-3	10	22.2	16	21.6	18	31.6	8	17.4	52	23.3
4-5	8	17.8	17	23	6	10.5	5	10.9	36	16 1
6-7	8	17.8	13	17.6	5	8.8	8	17.4	34	15.2
8-10	8	17.8	6	8.1	5	8.8	5	10.9	24	10.8
11 or more	4	8.9	7	9.5	4	7	5	10.9	20	9
missing	1	2.2	1	1.4			15	32.6	18	8.1
49. What do you plan to do after high school?										
Don't know	2	4.4	9	12.2	4	7	2	4.3	17	7.6
Military			6	8.1	7	12.3	1	2.2	14	6.3
Marriage, housekeeping			4	5.4	2	3.5	2	4.3	8	3.6
Job	1	2.2	10	13.5	9	15.8	6	13	26	11.7
Technical school	5	11.1	14	18.9	10	17.5	4	8.7	33	14.8
Two-year college	1	2.2	3	4.1	5	8.8	1	2.2	10	4.5
Four-year college	22	48.9	20	27	17	29.8	15	32.6	74	33.2
Other	13	28.9	7	9.5	3	5.3			23	10.3
Missing	1	2.2	1	1.4			15	32.6	18	8.1

Table A4

Students Who Have Not Worked During School

Question	School 1		School 2		School 3		School 4		Aggregate	
	f	%	f	%	f	%	f	%	f	%
Number of respondents:	74	17.8	150	36.1	90	21.6	102	24.5	416	100
1. Grade:										
junior	49	66.2	101	67.3	53	58.9	73	71.6	276	66.3
senior	25	33.8	47	31.3	36	40	27	26.5	135	32.5
2. Age										
under 16	3	4.1	2	1.3	3	3.3	5	4.9	13	3.1
16-17	63	85.1	141	94	84	93.3	88	86.3	376	90.4
18 or older	6	8.1	7	4.7	3	3.3	6	5.9	22	5.3
3. Sex:										
male	34	45.9	82	54.7	37	41.1	43	42.2	196	47.1
female	38	51.4	67	44.7	51	56.7	55	53.9	211	50.7
4. Race:										
white	65	87.8	147	98	87	96.7	91	89.2	390	93.8
black	3	4.1							3	.7
hispanic	1	1.4	2	1.3	1	1.1	1	1	5	1.2
Asian	1	1.4	1	.7			2	2	4	1
other	1	1.4			1	1.1			2	.5
5. Grade point average:										
below 1.0			1	.7					1	.2
1.0-1.4			1	.7					1	.2
1.5-1.7	3	4.1	4	2.7	3	3.3	3	2.9	13	3.1
1.8-2.2	11	14.9	19	12.7	5	5.6	10	9.8	45	10.8
2.3-2.7	16	21.6	45	30	16	17.8	19	18.6	96	23.1
2.8-3.2	19	25.7	35	23.3	26	28.9	33	32.4	113	27.2
3.3-3.6	16	21.6	31	20.7	27	30	28	27.5	102	24.5
3.7-4.0	9	12.2	13	8.7	13	14.4	6	5.9	41	9.9
6. Family income:										
under $5,000	1	1.4							2	.5
$5,000-8,499	2	2.7	3	2	1	1.1	1	1	6	1.4
$8,500-10,999	2	2.7	5	3.3	2	2.2	2	2	11	2.6
$11,000-15,999	5	6.8	8	5.3	11	12.2	7	6.9	31	7.5
$16,000-19,999	5	6.8	9	6	8	8.9	8	7.8	30	7.2
$20,000-24,999	12	16.2	16	10.7	13	14.4	6	5.9	47	11.3
$25,000-34,999	16	21.6	34	22.7	18	20	15	14.7	83	20
$35,000-49,999	8	10.8	25	16.7	13	14.4	17	16.7	63	15.1
$50,000 or more	16	21.6	15	10	5	5.6	14	13.7	50	12
missing	7	9.5	35	23.3	19	21.1	32	31.4	93	22.4
50. Are you looking for a job now?										
yes	46	62.2	75	50	46	51.1	56	54.9	223	53.6
no	28	37.8	73	48.7	42	46.7	40	39.2	183	44
51. How important is each of the following in your decision not to work?										
a. can't find a job:										
not important	23	31.1	48	32	35	38.9	27	26.5	133	32
somewhat important	20	27	29	19.3	17	18.9	29	28.4	95	22.8
moderately important	11	14.9	33	22	19	21.1	21	20.6	84	20.2
very important	18	24.3	37	24.7	17	18.9	19	18.6	91	21.9
missing	2	2.7	3	2	2	2.2	6	5.9	13	3.1
b. can't find a good paying job:										
not important	19	25.7	52	34.7	46	51.1	29	28.4	146	35.1
somewhat important	32	43.2	41	27.3	18	20	28	27.5	119	28.6
moderately important	14	18.9	41	27.3	21	23.3	26	25.5	102	24.5
very important	6	8.1	11	7.3	3	3.3	14	13.7	34	8.2
missing	3	4.1	5	3.3	2	2.2	5	4.9	15	3.6

continued

Table A4 (continued)

Question	School 1		School 2		School 3		School 4		Aggregate	
	f	%	f	%	f	%	f	%	f	%
c. prefer to concentrate on school work:										
not important	7	9.5	27	18	22	24.4	13	12.7	69	16.6
somewhat important	15	20.3	42	28	22	24.4	18	17.6	97	23.3
moderately important	33	44.6	41	27.3	24	26.7	45	44.1	143	34.4
very important	16	21.6	35	23.3	20	22.2	21	20.6	92	22.1
missing	3	4.1	5	3.3	2	2.2	5	4.9	15	3.6
d. prefer to work summers only:										
not important	24	32.4	46	30.7	38	42.2	25	24.5	133	32
somewhat important	22	29.7	35	23.3	18	20	23	22.5	98	23.6
moderately important	17	23	37	24.7	16	17.8	30	29.4	100	24
very important	10	13.5	26	17.3	14	15.6	19	18.6	69	16.6
missing	1	1.4	6	4	4	4.4	5	4.9	16	3.8
e. parents are against your working:										
not important	50	67.6	108	72	61	67.8	56	54.9	275	66.1
somewhat important	12	16.2	15	10	13	14.4	17	16.7	57	13.7
moderately important	4	5.4	14	9.3	11	12.2	11	10.8	40	9.6
very important	3	4.1	7	4.7	3	3.3	11	10.8	24	5.8
missing	5	6.8	6	4	2	2.2	7	6.9	20	4.8
f. most of your friends don't work:										
not important	59	79.7	110	73.3	67	74.4	56	54.9	292	70.2
somewhat important	8	10.8	23	15.3	12	13.3	23	22.5	66	15.9
moderately important			6	4	5	5.6	10	9.8	21	5
very important	1	1.4	4	2.7	3	3.3	1	1	9	2.2
missing	6	8.1	7	4.7	3	3.3	12	11.8	28	6.7
g. prefer to spend time on other activities (sports, music, etc.):										
not important	10	13.5	24	16	18	20	24	23.5	76	18.3
somewhat important	14	18.9	40	26.7	17	18.9	18	17.6	89	21.4
moderately important	24	32.4	42	28	26	28.9	26	25.5	118	28.4
very important	26	35.1	40	26.7	27	30	29	28.4	122	29.3
h. prefer volunteer work:										
not important	53	71.6	121	80.7	69	76.7	68	66.7	311	74.8
somewhat important	10	13.5	17	11.3	11	12.2	21	20.6	59	14.2
moderately important	4	5.4	6	4	7	7.8	5	4.9	22	5.3
very important			1	.7	2	2.2	1	1	4	1
missing	7	9.5	5	3.3	1	1.1	7	6.9	20	4.8
i. health prevents working and going to school at the same time:										
not important	65	87.8	129	86	77	85.6	77	75.5	348	83.7
somewhat important	3	4.1	9	6	6	6.7	11	10.8	29	7
moderately important	2	2.7	5	3.3	3	3.3	6	5.9	16	3.8
very important	1	1.4	2	1.3	3	3.3	1	1	7	1.7
missing	3	4.1	5	3.3	1	1.1	7	6.9	16	3.8
j. have to care for younger siblings:										
not important	64	86.5	127	84.7	77	85.6	79	77.5	347	83.4
somewhat important	3	4.1	12	8	10	11.1	11	10.8	36	8.7
moderately important	2	2.7	3	2	1	1.1	4	3.9	10	2.4
very important	1	1.4	3	2			2	2	6	1.4
missing	4	5.4	5	3.3	2	2.2	6	5.9	17	4.1
k. don't need the money:										
not important	33	44.6	75	50	45	50	43	42.2	196	47.1
somewhat important	13	17.6	29	19.3	19	21.1	22	21.6	83	20
moderately important	14	18.9	20	13.3	16	17.8	15	14.7	65	15.6
very important	11	14.9	21	14	8	8.9	14	13.7	54	13
missing	3	4.1	5	3.3	2	2.2	8	7.8	18	4.3
l. don't want a job:										
not important	44	59.5	74	49.3	50	55.6	52	51	220	52.9
somewhat important	12	16.2	35	23.3	18	20	30	29.4	95	22.8
moderately important	7	9.5	17	11.3	14	15.6	7	6.9	45	10.8
very important	8	10.8	18	12	7	7.8	5	4.9	38	9.1
missing	3	4.1	6	4	1	1.1	8	7.8	18	4.3

continued

Table A4 (continued)

Question	School 1		School 2		School 3		School 4		Aggregate	
	f	%	f	%	f	%	f	%	f	%
52. There are certain benefits in not trying to work and go to school at the same time. Which of the following possible benefits is important in your decision not to work right now?										
a. need to prepare for college:										
not important	11	14.9	47	31.3	19	21.1	19	18.6	96	23.1
somewhat important	23	31.1	33	22	34	37.8	20	19.6	110	26.4
moderately important	20	27	29	19.3	14	15.6	28	27.5	91	21.9
very important	17	23	38	25.3	21	23.3	27	26.5	103	24.8
missing	3	4.1	3	2	2	2.2	8	7.8	16	3.8
b. need to keep grades up for scholarship or college:										
not important	5	6.8	36	24	20	22.2	18	17.6	79	19
somewhat important	18	24.3	34	22.7	28	31.1	22	21.6	102	24.5
moderately important	25	33.8	37	24.7	16	17.8	19	18.6	97	23.3
very important	25	33.8	40	26.7	24	26.7	32	31.4	121	29.1
missing	1	1.4	3	2	2	2.2	11	10.8	17	4.1
c. want to take extra elective courses such as foreign language:										
not important	40	54.1	93	62	55	61.1	43	42.2	231	55.5
somewhat important	12	16.2	20	13.3	11	12.2	19	18.6	62	14.9
moderately important	12	16.2	16	10.7	13	14.4	19	18.6	60	14.4
very important	6	8.1	16	10.7	9	10	11	10.8	42	10.1
missing	4	5.4	5	3.3	2	2.2	10	9.8	21	5
d. want to take upper level courses in required subjects:										
not important	28	37.8	64	42.7	36	40	26	25.5	154	37
somewhat important	18	24.3	25	16.7	19	21.1	21	20.6	83	20
moderately important	12	16.2	31	20.7	14	15.6	16	15.7	73	17.5
very important	13	17.6	26	17.3	16	17.8	29	28.4	84	20.2
missing	3	4.1	4	2.7	5	5.6	10	9.8	22	5.3
e. want more leisure time:										
not important	17	23	30	20	21	23.3	17	16.7	85	20.4
somewhat important	20	27	53	35.3	17	18.9	26	25.5	116	27.9
moderately important	21	28.4	40	26.7	35	38.9	30	29.4	126	30.3
very important	14	18.9	24	16	14	15.6	16	15.7	68	16.3
missing	2	2.7	3	2	3	3.3	13	12.7	21	5
53. There are also certain drawbacks to not having a job. Which of the following is a problem to you because you do not have a job?										
a. needing money for necessities:										
not important	20	27	42	28	32	35.6	23	22.5	117	28.1
somewhat important	22	29.7	37	24.7	21	23.3	16	15.7	96	23.1
moderately important	18	24.3	42	28	16	17.8	32	31.4	108	26
very important	12	16.2	27	18	21	23.3	22	21.6	82	19.7
missing	2	2.7	2	1.3			9	8.8	13	3.1
b. needing money for leisure:										
not important	6	8.1	19	12.7	16	17.8	8	7.8	49	11.8
somewhat important	16	21.6	35	23.3	27	30	21	20.6	99	23.8
moderately important	32	43.2	51	34	27	30	45	44.1	155	37.3
very important	18	24.3	43	28.7	20	22.2	19	18.6	100	24
missing	2	2.7	2	1.3			9	8.8	13	3.1

continued

Table A4 (continued)

Question	School 1		School 2		School 3		School 4		Aggregate	
	f	%	f	%	f	%	f	%	f	%
c. needing money to buy a car:										
not important	46	62.2	65	43.3	48	53.3	44	43.1	203	48.8
somewhat important	2	2.7	33	22	16	17.8	17	16.7	68	16.3
moderately important	8	10.8	21	14	11	12.2	11	10.8	51	12.3
very important	15	20.3	25	16.7	15	16.7	20	19.6	75	18
missing	3	4.1	6	4			10	9.8	19	4.6
d. needing job experience:										
not important	11	14.9	27	18	24	26.7	15	14.7	77	18.5
somewhat important	18	24.3	48	32	17	18.9	24	23.5	107	25.7
moderately important	28	37.8	45	30	28	31.1	33	32.4	134	32.2
very important	14	18.9	23	15.3	19	21.1	17	16.7	73	17.5
missing	3	4.1	7	4.7	2	2.2	13	12.7	25	6
e. finding friends to do things with since so many students are working:										
not important	49	66.2	101	67.3	63	70	63	61.8	276	66.3
somewhat important	14	18.9	31	20.7	19	21.1	20	19.6	84	20.2
moderately important	7	9.5	12	8	4	4.4	9	8.8	32	7.7
very important	1	1.4	2	1.3	4	4.4	1	1	8	1.9
missing	3	4.1	4	2.7			9	8.8	16	3.8
f. being in class with students who are not alert or prepared because they worked late:										
not important	58	78.4	108	72	64	71.1	62	60.8	292	70.2
somewhat important	11	14.9	27	18	18	20	15	14.7	71	17.1
moderately important	3	4.1	6	4	6	6.7	12	11.8	27	6.5
very important			4	2.7	2	2.2	3	2.9	9	2.2
missing	2	2.7	5	3.3			10	9.8	17	4.1
g. needing money for college or trade school:										
not important	31	41.9	41	27.3	37	41.1	27	26.5	136	32.7
somewhat important	19	25.7	38	25.3	12	13.3	24	23.5	93	22.4
moderately important	15	20.3	33	22	26	28.9	27	26.5	101	24.3
very important	6	8.1	35	23.3	15	16.7	15	14.7	71	17.1
missing	3	4.1	3	2			9	8.8	15	3.6
54. How important is each of the following school subjects to you?										
a. Math:										
not important	9	12.2	6	4	3	3.3	4	3.9	22	5.3
somewhat important	15	20.3	33	22	13	14.4	12	11.8	73	17.5
moderately important	27	36.5	49	32.7	32	35.6	31	30.4	139	33.4
very important	22	29.7	61	40.7	40	44.4	45	44.1	168	40.4
missing	1	1.4	1	.7	2	2.2	10	9.8	14	3.4
b. Sciences:										
not important	15	20.3	25	16.7	11	12.2	10	9.8	61	14.7
somewhat important	19	25.7	35	23.3	19	21.1	27	26.5	100	24
moderately important	25	33.8	42	28	22	24.4	22	21.6	111	26.7
very important	13	17.6	47	31.3	35	38.9	32	31.4	127	30.5
missing	2	2.7	1	.7	3	3.3	11	10.8	17	4.1
c. English, literature:										
not important	5	6.8	8	5.3	7	7.8	6	5.9	26	6.3
somewhat important	12	16.2	45	30	14	15.6	11	10.8	82	19.7
moderately important	29	39.2	50	33.3	26	28.9	39	38.2	144	34.6
very important	27	36.5	46	30.7	41	45.6	34	33.3	148	35.6
d. Social studies:										
not important	6	8.1	20	13.3	13	14.4	15	14.7	54	13
somewhat important	17	23	43	28.7	20	22.2	24	23.5	104	25
moderately important	30	40.5	57	38	30	33.3	34	33.3	151	36.3
very important	18	24.3	25	16.7	25	27.8	18	17.6	86	20.7
missing	3	4.1	5	3.3	2	2.2	11	10.8	21	5
e. Foreign language:										
not important	20	27	75	50	54	60	36	35.3	185	44.5
somewhat important	24	32.4	33	22	17	18.9	24	23.5	98	23.6
moderately important	12	16.2	26	17.3	6	6.7	22	21.6	66	15.9
very important	15	20.3	13	8.7	10	11.1	9	8.8	47	11.3
missing	3	4.1	3	2	3	3.3	11	10.8	20	4.8

continued

Table A4 (continued)

Question	School 1		School 2		School 3		School 4		Aggregate	
	f	%	f	%	f	%	f	%	f	%
f. Arts (music, art, dramatics, etc.):										
not important	20	27	49	32.7	34	37.8	23	22.5	126	30.3
somewhat important	17	23	41	27.3	14	15.6	20	19.6	92	22.1
moderately important	20	27	25	16.7	16	17.8	31	30.4	92	22.1
very important	14	18.9	31	20.7	21	23.3	16	15.7	82	19.7
missing	3	4.1	4	2.7	5	5.6	12	11.8	24	5.8
g. Industrial/vocational:										
not important	32	43.2	63	42	39	43.3	47	46.1	181	43.5
somewhat important	22	29.7	39	26	25	27.8	24	23.5	110	26.4
moderately important	12	16.2	30	20	10	11.1	12	11.8	64	15.4
very important	5	6.8	15	10	14	15.6	6	5.9	40	9.6
missing	3	4.1	3	2	2	2.2	13	12.7	21	5
h. Physical education:										
not important	36	48.6	59	39.3	30	33.3	26	25.5	151	36.3
somewhat important	16	21.6	45	30	25	27.8	29	28.4	115	27.6
moderately important	12	16.2	32	21.3	20	22.2	26	25.5	90	21.6
very important	6	8.1	12	8	13	14.4	10	9.8	41	9.9
missing	4	5.4	2	1.3	2	2.2	11	10.8	19	4.6
55. Do you think teachers in general take student's jobs into account in any of the following ways?										
a. reduce the number of assignments for the whole class:										
never	42	56.8	104	69.3	62	68.9	63	61.8	271	65.1
sometimes	29	39.2	43	28.7	22	24.4	22	21.6	116	27.9
often			1	.7	3	3.3	4	3.9	8	1.9
always			1	.7					1	.2
missing	3	4.1	1	.7	3	3.3	13	12.7	20	4.8
b. make the assignments easier for the whole class:										
never	59	79.7	109	72.7	57	63.3	69	67.6	294	70.7
sometimes	12	16.2	37	24.7	29	32.2	17	16.7	95	22.8
often			2	1.3	1	1.1	2	2	5	1.2
always			1	.7			1	1	2	.5
missing	3	4.1	1	.7	3	3.3	13	12.7	20	4.8
c. allow papers to be handed in late:										
never	23	31.1	65	43.3	43	47.8	43	42.2	174	41.8
sometimes	40	54.1	72	48	36	40	37	36.3	185	44.5
often	8	10.8	10	6.7	7	7.8	9	8.8	34	8.2
always			1	.7	1	1.1			2	.5
missing	3	4.1	2	1.3	3	3.3	13	12.7	21	5
d. cut down on what is required of working students:										
never	56	75.7	120	80	72	80	69	67.6	317	76.2
sometimes	15	20.3	24	16	14	15.6	15	14.7	68	16.3
often			4	2.7			3	2.9	7	1.7
always										
missing	3	4.1	2	1.3	4	4.4	15	14.7	24	5.8
e. encourage students to relate their jobs to the course:										
never	22	29.7	66	44	42	46.7	33	32.4	163	39.2
sometimes	45	60.8	66	44	39	43.3	41	40.2	191	45.9
often	4	5.4	15	10	6	6.7	12	11.8	37	8.9
always			2	1.3			2	2	4	1
missing	3	4.1	1	.7	3	3.3	14	13.7	21	5

continued

Table A4 (continued)

Question	School 1		School 2		School 3		School 4		Aggregate	
	f	%	f	%	f	%	f	%	f	%
56. Which of the following would be an important reason for you to begin working during this school year?										
a. your family needed financial help:										
not important	46	62.2	79	52.7	60	66.7	54	52.9	239	57.5
somewhat important	8	10.8	24	16	13	14.4	15	14.7	60	14.4
moderately important	6	8.1	18	12	6	6.7	9	8.8	39	9.4
very important	11	14.9	28	18.7	9	10	11	10.8	59	14.2
missing	3	4.1	1	.7	2	2.2	13	12.7	19	4.6
b. you were offered a job:										
not important	7	9.5	23	15.3	21	23.3	11	10.8	62	14.9
somewhat important	23	31.1	38	25.3	24	26.7	31	30.4	116	27.9
moderately important	23	31.1	46	30.7	21	23.3	28	27.5	116	27.9
very important	17	23	42	28	20	22.2	19	18.6	98	23.6
missing	4	5.4	1	.7	4	4.4	13	12.7	22	5.3
c. your grades went up:										
not important	28	37.8	63	42	46	51.1	27	26.5	164	39.4
somewhat important	19	25.7	39	26	22	24.4	25	24.5	105	25.2
moderately important	17	23	29	19.3	11	12.2	29	28.4	86	20.7
very important	6	8.1	17	11.3	9	10	8	7.8	40	9.6
missing	4	5.4	2	1.3	2	2.2	13	12.7	21	5
d. your friends found jobs:										
not important	38	51.4	91	60.7	53	58.9	51	50	233	56
somewhat important	19	25.7	36	24	21	23.3	24	23.5	100	24
moderately important	11	14.9	14	9.3	11	12.2	13	12.7	49	11.8
very important	2	2.7	3	2	2	2.2			7	1.7
missing	4	5.4	6	4	3	3.3	14	13.7	27	6.5
e. inflation became worse:										
not important	20	27	20	13.3	23	25.6	23	22.5	86	20.7
somewhat important	23	31.1	51	34	19	21.1	22	21.6	115	27.6
moderately important	16	21.6	52	34.7	32	35.6	32	31.4	132	31.7
very important	11	14.9	25	16.7	13	14.4	11	10.8	60	14.4
missing	4	5.4	2	1.3	3	3.3	14	13.7	23	5.5
f. school became boring:										
not important	42	56.8	86	57.3	56	62.2	49	48	233	56
somewhat important	12	16.2	38	25.3	21	23.3	21	20.6	92	22.1
moderately important	12	16.2	19	12.7	9	10	12	11.8	52	12.5
very important	4	5.4	6	4	2	2.2	5	4.9	17	4.1
missing	4	5.4	1	.7	2	2.2	15	14.7	22	5.3
g. school work became easier:										
not important	27	36.5	52	34.7	41	45.6	31	30.4	151	36.3
somewhat important	24	32.4	44	29.3	25	27.8	31	30.4	124	29.8
moderately important	16	21.6	33	22	15	16.7	16	15.7	80	19.2
very important	4	5.4	16	10.7	6	6.7	7	6.9	33	7.9
missing	3	4.1	5	3.3	3	3.3	17	16.7	28	6.7
h. your parents wanted you to find a job:										
not important	16	21.6	33	22	25	27.8	16	15.7	90	21.6
somewhat important	16	21.6	51	34	22	24.4	20	19.6	109	26.2
moderately important	30	40.5	41	27.3	30	33.3	36	35.3	137	32.9
very important	9	12.2	22	14.7	11	12.2	14	13.7	56	13.5
missing	3	4.1	3	2	2	2.2	16	15.7	24	5.8
i. you decided to save for a major purchase:										
not important	3	4.1	20	13.3	5	5.6	9	8.8	37	8.9
somewhat important	11	14.9	31	20.7	18	20	14	13.7	74	17.8
moderately important	28	37.8	42	28	27	30	38	37.3	135	32.5
very important	31	41.9	54	36	36	40	25	24.5	146	35.1
missing	1	1.4	3	2	4	4.4	16	15.7	24	5.8

continued

Table A4 (continued)

Question	School 1		School 2		School 3		School 4		Aggregate	
	f	%	f	%	f	%	f	%	f	%
57. If you began working this year, which of the following would you expect to happen?										
a. your grades would fall:										
not happen	18	24.3	32	21.3	20	22.2	15	14.7	85	20.4
might happen	37	50	80	53.3	53	58.9	42	41.2	212	51
probably happen	13	17.6	25	16.7	11	12.2	16	15.7	65	15.6
certainly happen	4	5.4	12	8	3	3.3	5	4.9	24	5.8
missing	2	2.7	1	.7	3	3.3	24	23.5	30	7.2
b. your grades would improve:										
not happen	40	54.1	88	58.7	45	50	47	46.1	220	52.9
might happen	29	39.2	54	36	38	42.2	30	29.4	151	36.3
probably happen	1	1.4	6	4	3	3.3	1	1	11	2.6
certainly happen	1	1.4							1	.2
missing	3	4.1	2	1.3	4	4.4	24	23.5	33	7.9
c. you would choose easier courses:										
not happen	35	47.3	69	46	42	46.7	34	33.3	180	43.3
might happen	23	31.1	54	36	33	36.7	31	30.4	141	33.9
probably happen	12	16.2	22	14.7	10	11.1	7	6.9	51	12.3
certainly happen	1	1.4	2	1.3	2	2.2	5	4.9	10	2.4
missing	3	4.1	3	2	3	3.3	25	24.5	34	8.2
d. you would do less homework:										
not happen	17	23	51	34	31	34.4	24	23.5	123	29.6
might happen	27	36.5	39	26	27	30	23	22.5	116	27.9
probably happen	20	27	42	28	19	21.1	22	21.6	103	24.8
certainly happen	7	9.5	15	10	9	10	8	7.8	39	9.4
missing	3	4.1	3	2	4	4.4	25	24.5	35	8.4
e. you would take more study halls:										
not happen	56	75.7	69	46	47	52.2	35	34.3	207	49.8
might happen	12	16.2	38	25.3	22	24.4	25	24.5	97	23.3
probably happen	3	4.1	31	20.7	14	15.6	11	10.8	59	14.2
certainly happen			9	6	3	3.3	6	5.9	18	4.3
missing	3	4.1	3	2	4	4.4	25	24.5	35	8.4
f. you would leave school early each day:										
not happen	41	55.4	82	54.7	61	67.8	37	36.3	221	53.1
might happen	15	20.3	40	26.7	14	15.6	22	21.6	91	21.9
probably happen	11	14.9	20	13.3	8	8.9	13	12.7	52	12.5
certainly happen	1	1.4	5	3.3	4	4.4	4	3.9	14	3.4
missing	6	8.1	3	2	3	3.3	26	25.5	38	9.1
g. you would take fewer extra, elective subjects:										
not happen	36	48.6	61	40.7	42	46.7	28	27.5	167	40.1
might happen	12	16.2	54	36	26	28.9	28	27.5	120	28.8
probably happen	18	24.3	19	12.7	16	17.8	11	10.8	64	15.4
certainly happen	4	5.4	11	7.3	2	2.2	9	8.8	26	6.3
missing	4	5.4	5	3.3	4	4.4	26	25.5	39	9.4
h. there would be no effect on school work:										
not happen	31	41.9	60	40	27	30	41	40.2	159	38.2
might happen	26	35.1	56	37.3	36	40	19	18.6	137	32.9
probably happen	11	14.9	21	14	18	20	12	11.8	62	14.9
certainly happen	4	5.4	10	4.7	6	6.7	3	2.9	23	5.5
missing	2	2.7	3	2	3	3.3	27	26.5	35	8.4
58. How many hours per week do you spend outside of class on school work?										
0-1	5	6.8	23	15.3	11	12.2	7	6.9	46	10.3
2-3	13	17.6	31	20.7	20	22.2	15	14.7	75	18.8
4-5	15	20.3	35	23.3	22	24.4	17	16.7	89	21.2
6-7	17	23	23	15.3	14	15.6	14	13.7	68	16.9
8-10	13	17.6	17	11.3	12	13.3	17	16.7	59	14.7
11 or more	7	9.5	17	11.3	10	11.1	4	3.9	38	8.9
missing	4	5.4	4	2.7	1	1.1	28	27.5	37	9.2

continued

Table A4 (continued)

Question	School 1		School 2		School 3		School 4		Aggregate	
	f	%	f	%	f	%	f	%	f	%
59. What do you plan to do after high school?										
Don't know	9	12.2	15	10	6	6.7	6	5.9	36	8.7
Military	1	1.4	13	8.7	2	2.2	2	2	18	3.6
Marriage	2	2.7	2	1.3	1	1.1			5	1.3
Job	1	1.4	11	7.3	4	4.4	10	9.8	26	5.7
Technical school	5	6.8	21	14	26	28.9	6	5.9	58	13.9
Two-year college	2	2.7	11	7.3	4	4.4	5	4.9	22	4.8
Four-year college	49	66.2	62	41.3	43	47.8	42	41.2	196	49.1
Missing	2	2.7	11	7.3	1	1.1	3	2.9	17	3.5
60. How many adults in your family are working?										
Neither parent employed	1	1.4	2	1.3	1	1.1	2	2	6	1.4
1 parent working part-time	3	4.1	1	.7	4	4.4	4	3.9	12	2.9
1 parent working full-time	26	35.1	47	31.3	28	31.1	20	19.6	121	29.1
1 parent working full-time, 1 working part-time	17	23	41	27.3	22	24.4	16	15.7	96	23.1
2 parents working full-time	15	20.3	38	25.3	23	25.6	21	20.6	97	23.3
more than 2 adults working	10	13.5	18	12	11	12.2	8	7.8	47	11.3
missing	2	2.7	3	2	1	.1	31	30.4	37	8.9
61. How do you spend the extra time you have that other students might spend on working?										
a. Watching television:										
0-5 hrs	38	51.4	84	56	65	72.2	38	37.3	225	54.2
6-10 hrs	15	20.3	36	24	16	17.8	15	14.7	82	19.2
10-15 hrs	8	10.8	17	11.3	5	5.6	5	4.9	35	8.2
15 hrs or more	4	5.4	9	6	2	2.2	6	5.9	21	3.9
missing	9	12.2	4	2.7	2	2.2	38	37.3	53	13.6
b. Doing school work:										
0-5 hrs	35	47.3	81	54	45	50	29	28.4	190	44.9
6-10 hrs	27	36.5	42	28	28	31.1	21	20.6	118	29.0
10-15 hrs	7	9.5	12	8	11	12.2	14	13.7	44	10.8
15 hrs or more	2	2.7	11	7.3	2	2.2			15	3.0
missing	3	4.1	4	2.7	4	4.4	38	37.3	49	12.1
c. Reading										
0-5 hrs	40	54.1	108	72	65	72.2	42	41.2	255	59.9
6-10 hrs	21	28.4	20	13.3	16	17.8	15	14.7	72	18.5
10-15 hrs	5	6.8	9	6	3	3.3	8	7.8	25	5.9
15 hrs or more	1	1.4	6	4	2	2.2			9	1.9
missing	7	9.5	7	4.7	4	4.4	37	36.3	55	13.7
d. Organized sports:										
0-5 hrs	27	36.5	77	51.3	40	44.4	37	36.3	181	42.1
6-10 hrs	17	23	26	17.3	18	20	13	12.7	74	18.5
10-15 hrs	14	18.9	25	16.7	19	21.1	8	7.8	66	16.1
15 hrs or more	8	10.8	16	10.7	8	8.9	6	5.9	38	9.1
missing	8	10.8	6	4	5	5.6	38	37.3	57	14.4
e. Practicing music, etc.:										
0-5 hrs	51	68.9	112	74.7	62	68.9	45	44.1	270	64.1
6-10 hrs	6	8.1	13	8.7	17	18.9	8	7.8	44	10.9
10-15 hrs	7	9.5	10	6.7	2	2.2	7	6.9	26	6.4
15 hrs or more	2	2.7	6	4	4	4.4	2	2	14	3.3
missing	8	10.8	9	6	5	5.6	40	39.2	62	15.4
f. Doing nothing in particular:										
0-5 hrs	38	51.4	90	60	54	60	44	43.1	226	53.6
6-10 hrs	17	23	28	18.7	19	21.1	11	10.8	74	18.4
10-15 hrs	7	9.5	17	11.3	9	10	4	3.9	37	8.6
15 hrs or more	3	4.1	7	4.7	2	2.2	2	2	14	3.2
missing	9	12.2	8	5.3	6	6.7	41	40.2	64	17.1
g. Getting together with friends:										
0-5 hrs	13	17.6	42	28	26	28.9	15	14.7	96	25
6-10 hrs	23	31.1	56	37.3	30	33.3	23	22.5	132	31
11-15 hrs	25	33.8	28	18.7	20	22.2	20	19.6	93	23.3
15 hrs or more	7	9.5	19	12.7	10	11.1	4	3.9	40	9.3
missing	6	8.1	5	3.3	4	4.4	40	39.2	55	13.8

continued

Table A4 (continued)

Question	School 1		School 2		School 3		School 4		Aggregate	
	f	%	f	%	f	%	f	%	f	%
h. Hobbies:										
0-5 hrs	27	36.5	73	48.7	38	42.2	23	22.5	161	37.5
6-10 hrs	24	32.4	35	23.3	33	36.7	22	21.6	114	28.5
10-15 hrs	10	13.5	29	19.3	11	12.2	10	9.8	60	13.7
15 hrs or more	7	9.5	6	4	4	4.4	5	4.9	22	5.7
missing	6	8.1	7	4.7	4	4.4	42	41.2	59	14.6
i. Helping at home:										
0-5 hrs	36	48.9	66	44	37	41.1	13	12.7	152	36.6
6-10 hrs	20	27	43	28.7	32	35.6	27	26.5	122	29.4
10-15 hrs	10	13.5	24	16	16	17.8	15	14.7	65	15.5
15 hrs or more	2	2.7	10	6.7	3	3.3	5	4.9	20	4.4
missing	6	8.1	7	4.7	2	2.2	42	41.2	57	14.3
j. Doing things with family:										
0-5 hrs	37	50	73	48.7	44	48.9	22	21.6	176	42.3
6-10 hrs	19	25.7	41	27.3	26	28.9	22	21.6	108	25.4
10-15 hrs	3	4.1	22	14.7	13	14.4	11	10.8	49	11
15 hrs or more	5	6.8	5	3.3	2	2.2	5	4.9	17	43
missing	10	13.5	9	6	5	5.6	42	41.2	66	16.6
62. Do you find school work interesting?										
Yes	48	64.9	72	48	46	51.1	38	37.3	204	52.8
No	21	28.4	65	43.3	37	41.1	22	21.6	145	33.5
missing	5	6.8	13	8.7	7	7.8	42	41.2	67	16.1
63. Do you find school work challenging?										
Yes	60	81.1	102	68	65	72.2	50	49	277	67.6
No	12	16.2	36	24	17	18.9	14	13.7	79	18.2
missing	2	2.7	12	8	8	8.9	38	37.3	60	14.2